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ABSTRACT

The activities and results of a special project to coordinate the Adult Basic Education components of four federally funded agencies in the Kansas City Metropolitan Area, as a means of reaching the hard-core functional illiterate and providing a more effective and economical academic program, are reported. The five objectives of the program were: (1) to provide interagency coordination efforts to assist each participant to move from economic dependency to self reliance; (2) to employ new techniques of recruitment aimed at reaching the target population and stimulating their desire to be involved; (3) to bring about better utilization of Federal funds by raising the educational level of a greater number of enrollees in a lesser amount of time; (4) to provide a more effective program of instruction using and testing the values of a variety of published materials, wide and improved use of educational techniques, through a well-planned teacher training program and in-service series conducted through the Adult Basic Education Regional Specialist at the University of Missouri; and (5) to develop an adult basic education evaluation system so that a continuing analysis of all aspects of the program is possible. It was concluded that most of the objectives of the project were met. Appendixes present material related to the four program objectives. (DB)

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A SPECIAL PROJECT TO COORDINATE THE ADULT BASIC EDUCATION COMPONENTS OF FOUR FEDERALLY FUNDED AGENCIES IN THE KANSAS CITY METROPOLITAN AREA AS A MEANS OF REACHING THE HARD-CORE FUNCTIONAL ILLITERATE AND PROVIDING A MORE EFFECTIVE AND ECONOMICAL ACADEMIC PROGRAM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION

Office of Education Grant Number OEG-0-8-035131-4374 (039),
Adult Education Act of 1966, Section 309

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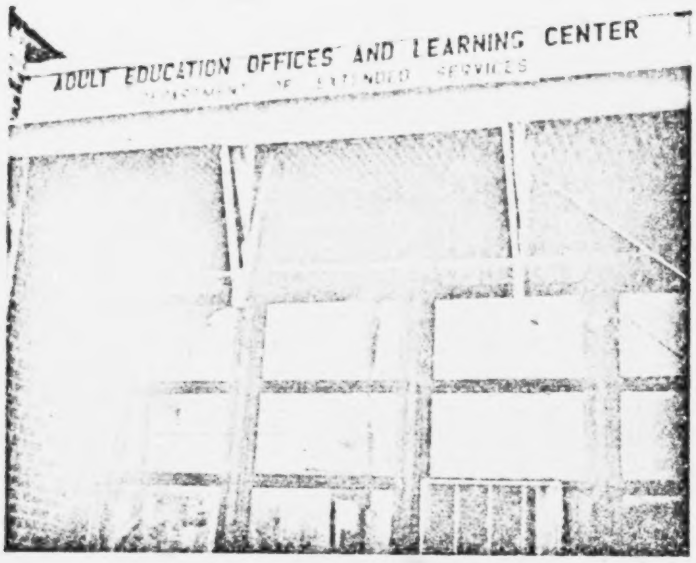
FINAL REPORT

1968/69

Special Project
for
Coordinated Adult Basic Education


ADULT EDUCATION OFFICES AND LEARNING CENTER
DEPARTMENT OF EXTENDED SERVICES

Director

William R. Tillmon

Department of Extended Services, School District, Kansas City, Missouri

PROGRAM INFORMATION

A SPECIAL PROJECT TO COORDINATE THE ADULT BASIC EDUCATION COMPONENTS OF FOUR FEDERALLY FUNDED AGENCIES IN THE KANSAS CITY METROPOLITAN AREA AS A MEANS OF REACHING THE HARD-CORE FUNCTIONAL ILLITERATE, AND PROVIDING A MORE EFFECTIVE AND ECONOMICAL ACADEMIC PROGRAM.

Funded under Section 309 of the Adult Education Act of 1966 through Grant Number OEG-0-8-035131-4374 (039), dated August 27, 1968 for the period June 14, 1968 through August 31, 1968.

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SECTION 1

INTERAGENCY COORDINATION

OBJECTIVE 1: To provide interagency coordination of efforts to assist each participant to move from economic dependency to self-reliance.

SECTION I. INTERAGENCY COORDINATION

In 1967 Dr. Harry Hilton, Adult Education Program Officer, U. S. Office of Education, Region VI, was commissioned by a group of regional representatives of the various federally funded programs of which adult basic education is a component to make a study of the adult education programs in Kansas City, Missouri metropolitan area, to identify the administrative problems and make recommendations for their solution. Dr. Hilton conducted a survey to determine if there was a way to develop a coordinated effort among the several agencies involved which might solve some of the problems common to all of the agencies, lack of adequate budgets and poor interagency communication, cooperation, and coordination. The survey brought out several interesting facts:

> There are 119,000 educationally deprived adults in the Kansas City, Missouri metropolitan area.
>
> 25,000 of the 119,000 are totally illiterate.
>
> A person with an eighth grade education earns $4.15 more per day than one with no schooling.
>
> It costs the taxpayer approximately $2500 a year to keep an individual on relief.
>
> The cost of keeping a youth in the reformatory is $1700 a year.
>
> The taxpayer pays $3500 a year to keep a person in the penitentiary.

The realization is growing that the amount of education a man has determines to a large extent his potential contribution to society. It certainly is one of the greatest factors in determining how much income he will earn in his lifetime,* as borne out by the following tables.

---

*Other things being equal. The Black Heritage series presented in the Kansas City area over CBS TV in September, 1969, brought out the fact that a Negro with one year of college earns less in a lifetime than a white high school dropout.

Years of school completed		1966 income (age 18 to death)
Total		$321,000
Elementary:	Less than 8 years	189,000
	8 Years	247,000
High school:	1 to 3 years	284,000
	4 years	341,000
College:	1 to 3 years	394,000
	4 years or more	542,000
	4 years	508,000
	5 years or more	587,000

Source: Current Population Reports, Consumer Income, Series P-60, No. 56, Aug. 14, 1968, Bureau of the Census, p. 9.

Census Bureau estimates of lifetime income for men.

ESTIMATED LIFETIME EARNINGS FOR MALES AGES 18 TO 64, BY OCCUPATIONAL GROUP AND EDUCATION

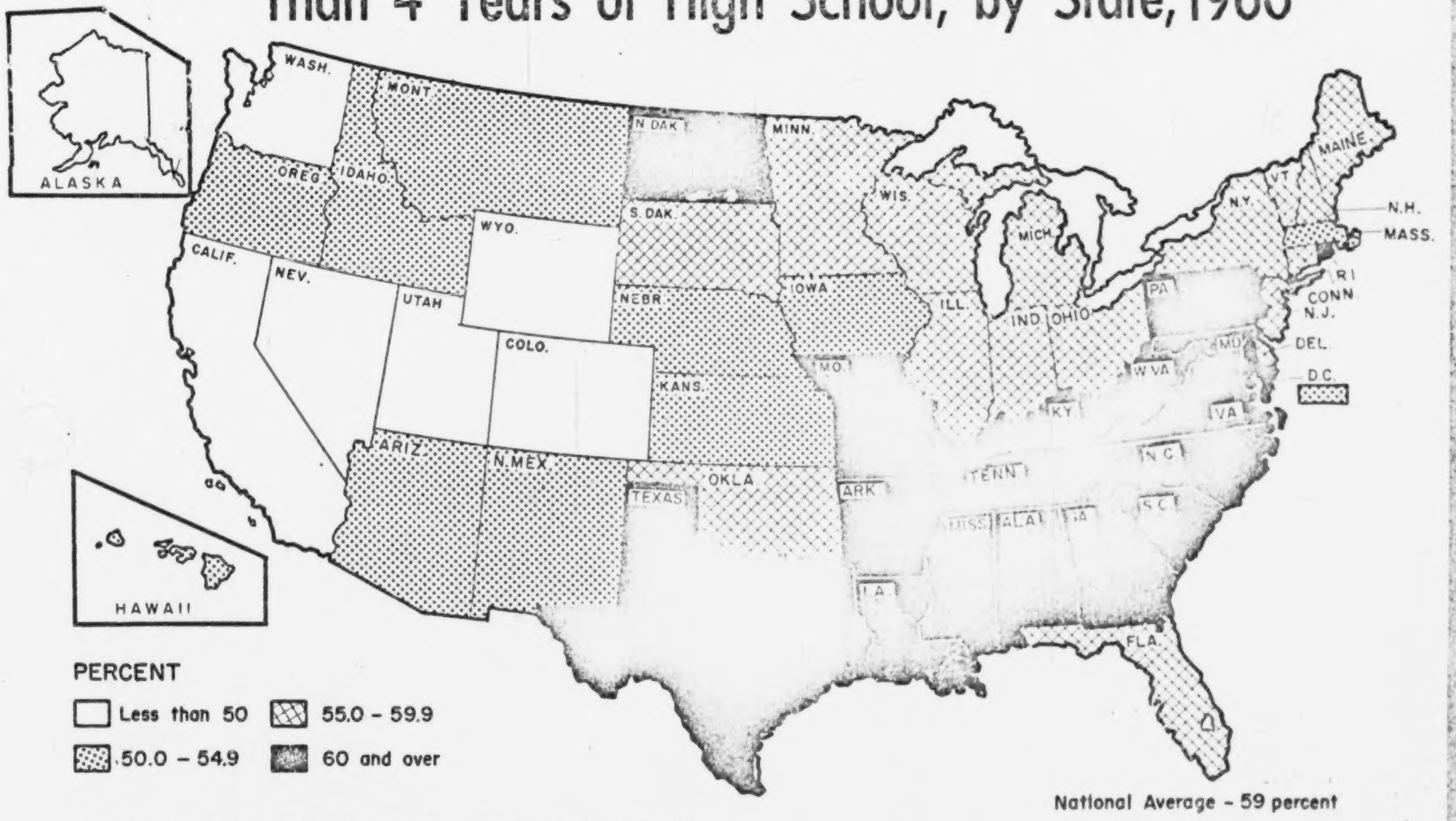
(In thousands of 1959 dollars)

Occupational group	All educational levels	8 years of elementary school	4 years of high school	4 or more years of college
All occupations	$229	$184	$247	$418
Professional, technical, and kindred workers	355	227	288	418
Farmers and farm managers	140	126	167	266
Managers, officials, and proprietors, excluding farm	362	267	347	551
Clerical and kindred workers	213	189	218	262
Sales workers	269	206	265	387
Craftsmen, foremen, and kindred workers	222	207	242	323
Operatives and kindred workers	187	185	209	229
Service workers, including private household	156	146	180	198
Farm laborers and foremen	80	90	128	—
Laborers, excluding farm and mine	143	150	173	189

SOURCE: Technical Paper 16, Present Value of Estimated Lifetime Earnings, U.S. Department of Commerce, Bureau of the Census, table 1.

Lifetime earnings data by occupational group.

⑦ Percent of Population 25 Years and Older With Than 4 Years of High School, by State, 1960


ALASKA
HAWAII
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OREG.
CALIF.
IDAHO
NEV.
MONT.
WYO.
UTAH
ARIZ.
COLO.
N.MEX.
N DAK
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NEBR.
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OKLA.
TEXAS
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LA.
WIS.
ILL.
MICH.
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OHIO
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TENN.
MISS.
ALA.
GA.
FLA.
S.C.
N.C.
VA.
W.VA.
PA.
MD.
N.Y.
VT.
MAINE
N.H.
MASS.
R.I.
CONN.
N.J.
DEL.
D.C.
PERCENT
Less than 50
50.0 - 54.9
55.0 - 59.9
60 and over
National Average - 59 percent

Source: U.S. Department of Commerce, Bureau of the Census.

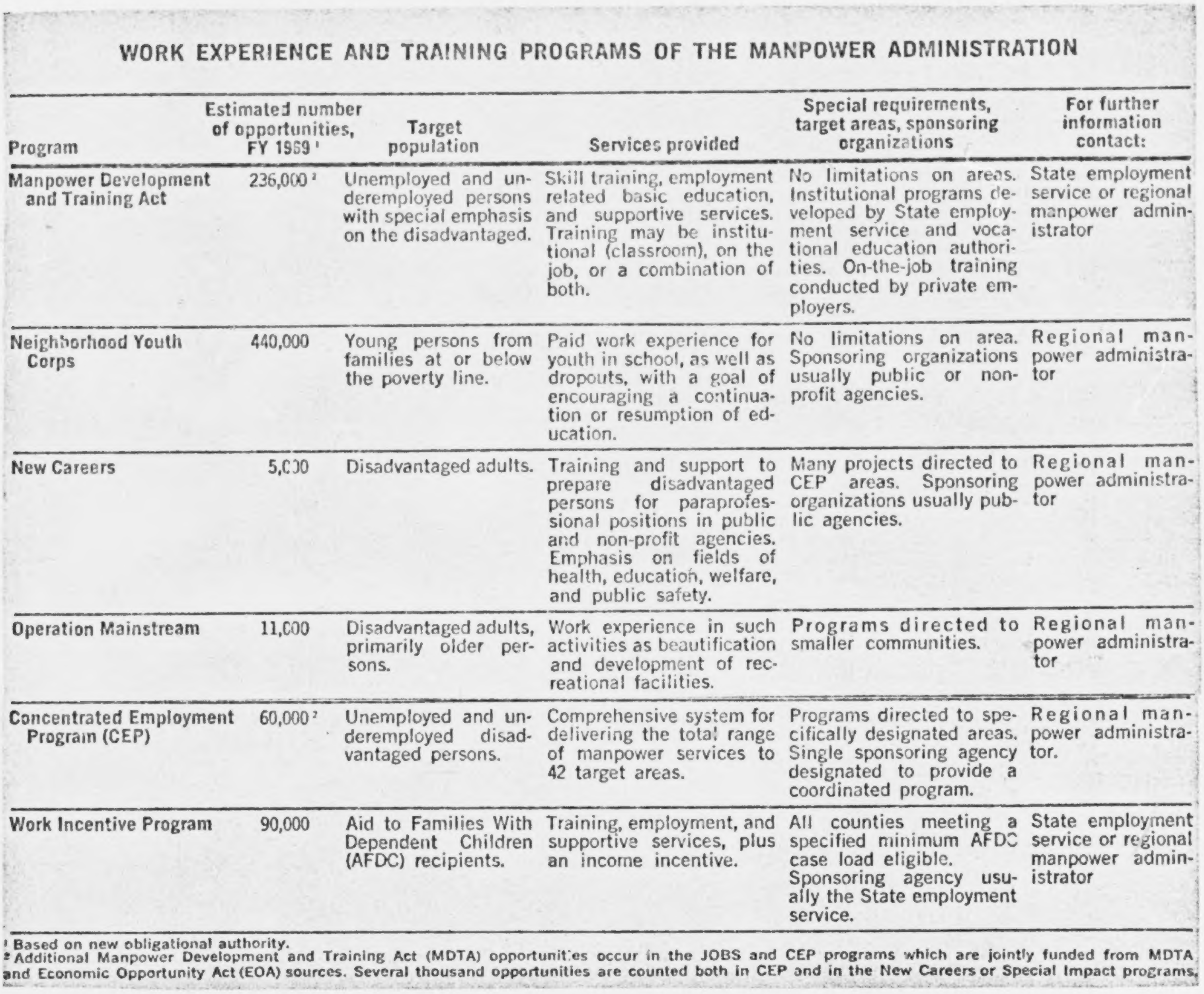
The educational attainment of the bulk of the Nation's adult population is below the high school graduation level. In 1960, 59 percent of the adults aged 25 or older had less than 4 years' high school education.

There are only seven States in which more than half of the over-25 population has completed high school.

In every State, at least 40 percent of the adult population is short of the 4-year high school mark. In one out of three States, over 60 percent have not had the benefit of a full 4-year high school education.

At the time of Hilton's survey, fewer than 3,000 of the 119,000 educationally deprived population in the Kansas City area had been reached. Analysis of the 1967 total figures for the programs surveyed, Manpower Development and Training, Work Experience Program, Human Resources Corporation, and the Department of Extended Services of the Kansas City, Missouri, School District, showed that the average training cost per pupil was $161. Because the Extended Services Department was the only program with the specific objective of training the educationally deprived, and because it was doing so at a cost lower than that of the other agencies, it was recommended that other agencies contract with Extended Services for their adult basic education training. As a result, the Special Project for Coordinated Adult Basic Education during its first year of operation served as the coordinating agency for the adult basic education components of four federally funded agencies in the Greater Kansas City Metropolitan Area, administered through the Department of Extended Services of the Kansas City, Missouri, School District.

It was anticipated, and has been borne out, that the key to such a coordinated effort is flexibility. Special Project, in meeting the adult basic education needs of four separate agencies, had to deal with four separate coordination agreements, five different class schedules, four types of educational goals, and four different budgetary requirements as required by agencies representing three separate federal departments, Health, Education, and Welfare (HEW), Labor, and Urban Development. The heterogeneity of the target populations, the basic services provided and other special requirements of the agencies that Special Project coordinated with can be seen in the table below, from the Spring, 1969, Occupational Outlook Quarterly, V. 13, no. 1, page 7.



WORK EXPERIENCE AND TRAINING PROGRAMS OF THE MANPOWER ADMINISTRATION

Program	Estimated number of opportunities, FY 1969[1]	Target population	Services provided	Special requirements, target areas, sponsoring organizations	For further information contact:
Manpower Development and Training Act	236,000[2]	Unemployed and underemployed persons with special emphasis on the disadvantaged.	Skill training, employment related basic education, and supportive services. Training may be institutional (classroom), on the job, or a combination of both.	No limitations on areas. Institutional programs developed by State employment service and vocational education authorities. On-the-job training conducted by private employers.	State employment service or regional manpower administrator
Neighborhood Youth Corps	440,000	Young persons from families at or below the poverty line.	Paid work experience for youth in school, as well as dropouts, with a goal of encouraging a continuation or resumption of education.	No limitations on area. Sponsoring organizations usually public or nonprofit agencies.	Regional manpower administrator
New Careers	5,000	Disadvantaged adults.	Training and support to prepare disadvantaged persons for paraprofessional positions in public and non-profit agencies. Emphasis on fields of health, education, welfare, and public safety.	Many projects directed to CEP areas. Sponsoring organizations usually public agencies.	Regional manpower administrator
Operation Mainstream	11,000	Disadvantaged adults, primarily older persons.	Work experience in such activities as beautification and development of recreational facilities.	Programs directed to smaller communities.	Regional manpower administrator
Concentrated Employment Program (CEP)	60,000[2]	Unemployed and underemployed disadvantaged persons.	Comprehensive system for delivering the total range of manpower services to 42 target areas.	Programs directed to specifically designated areas. Single sponsoring agency designated to provide a coordinated program.	Regional manpower administrator.
Work Incentive Program	90,000	Aid to Families With Dependent Children (AFDC) recipients.	Training, employment, and supportive services, plus an income incentive.	All counties meeting a specified minimum AFDC case load eligible. Sponsoring agency usually the State employment service.	State employment service or regional manpower administrator

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[1] Based on new obligational authority.

[2] Additional Manpower Development and Training Act (MDTA) opportunities occur in the JOBS and CEP programs which are jointly funded from MDTA and Economic Opportunity Act (EOA) sources. Several thousand opportunities are counted both in CEP and in the New Careers or Special Impact programs.

The Target population of the Kansas City, Missouri, School District, includes anyone who wants more education; a special effort is made, however, to recruit in low income-high unemployment-low education areas. The Services provided are primarily academic, but include also Health and Social Living and Consumer Education. The goal is to provide as much education as a person is capable of completing through high school or high school equivalency.

The level of education an MDT student is scheduled to complete depends upon the occupational training for which he has been scheduled. In general, it varies from 5 weeks to 40 weeks of basic education only, and is offered concurrently with vocational training. WIN students achieve, first, the level of education necessary for their individual vocational goals, going to school full time, after which they are placed on a job. CEP students also have individual educational goals, depending on the job they are training in, but they go to school one day a week and work on the job the other four days. Both CEP and WIN make an effort to keep a student in school until he earns his high school equivalency, if the student chooses to do so. In the School District's Armchair classes and Programmed Learning Center, the student sets his own goal, but is encouraged to remain until he has attained as much education as he can.

In keeping with the diverse goals above, the principal responsibility of the Special Project is to learn the determined goal of each individual student and see that the goal is reached. Only rarely is a goal short of 8th grade equivalency, although occasionally the student is scheduled to terminate his education after he has received his Eighth Grade Certificate.

COORDINATION AGREEMENTS

Concentrated Employment Program (CEP). The Special Project provided basic education under a subcontract. Six hours per week for each student was scheduled, with more to be scheduled if a contract modification became possible. The target agreed upon was a significant improvement in literacy with a G.E.D. certificate (upon referral after completion of eighth grade equivalency) for some. Special Project was responsible for hiring the teachers.

Work Incentive Program (WIN) . A contractual agreement was made with Special Project. Students referred by WIN were scheduled to receive 30 hours of basic education per week, the educational goal of each specified by WIN as determined at weekly assessment meetings attended by a Special Project representative. Teachers were hired by Special Project.

Manpower Development and Training Program (MDT). The basic education program was included under the general supervision of the Special Project on a consulting basis. Such consulting services were requested to

1) give leadership in structuring course material
2) help develop new techniques in use of materials and equipment
3) offer additional teacher training sessions
4) to exchange ideas and methods developed by individual teachers.

Teachers were selected by MDT, approved by the School District of Kansas City, Missouri, and certified by the State Department of Vocational Education. Basic education was included on a concurrent basis, one or two hours a day of basic education along with six or seven hours of vocational training.

PROBLEMS OF COORDINATION

Some problems encountered in the coordination process appear to be common to the relationships among all the coadjutant agencies; others are specific to the structure or philosophy of a particular agency. Some examples of the former type may be characterized as follows:

1. Communication may be the most annoying problem in maintaining harmonious accord. Experience showed that it cannot be assumed that the expectations of a given agency will be met unless they have been specifically stated, preferably in writing. Frequent meetings at the

highest local level appeared to increase synergetic effect the most, particularly if sufficient intra-agency communication followed. However, if policies and/or decisions were not passed along to, or understood by staff members at the operational level of all agencies involved, inter-agency relations were impaired rather than strengthened.

2. Closely related to the problem of communication is the problem of including all feasible contingencies in the contract, where a contractual arrangement was made between Special Project and other agencies. The question may arise, "Does the contract include this service?" or "Does the contract allow this action?" It is a basic question of "Are we being fair to each other?" Any detail that logically deserves to be negotiated would produce smoother cooperation if it could be included in the contract.

3. The teachers' contracts brought up another question. Since all ABE teachers are contracted under the same arrangement as those in the Public Schools, vacations and holidays are also the same. One agency questioned whether or not the teachers should work more than six or six-and-a-half hours a day, and whether they should get a Christmas vacation; in fact, it was questioned whether or not the ABE students should have a Christmas vacation. Plans were made to include such items in the succeeding contractual agreement.

4. The physical facilities of some of the classes offered a problem in the viewpoint of one of the agencies. The vintage school building was not air conditioned, had no water cooler on the floor where ABE classes were located, and had no rooms on the classroom floor where students could smoke; because of insurance regulations, they must instead descend two floors to basement level to smoke. At the end of this years' operation, plans had been made to move the

classes contracted by this agency to another location at some greater expense to them.

5. In order to accomplish their ends, as seen by them, the students sometimes tended to play one agency against another, e.g., a student might have blamed Special Project for what he deemed undesirable in the program when he was talking to a WIN representative, and he might have blamed WIN when he was talking to a Special Project representative. This made interagency communication and understanding doubly important.

6. What to do about student absences and tardiness, and who holds responsibility for them, were topics that many people spent much time considering . Special Project teachers tried different techniques to hold the students' interest (SEE Section III below), and counselors and coaches in other agencies also tried to pinpoint reasons and possible solutions. While it was recognized that adults were often absent for reasons beyond the control of themselves or the agencies that serve them, it was felt that stricter measures were necessary to encourage or force better attendance in general. Hence, one agency decided that if the student was absent 10 days, or five consecutive days, he would be terminated; another determined that if the student missed two consecutive weeks of classes he would be withdrawn.

7. Some discontent was voiced regarding student records going both directions, to the agency from Special Project, and to Special Project from the agency. Subsequently, attendance reports, test scores, progress reports, and promotion reports were provided in pre-agreed form by Special Project and new student scheduling, notice of terminations, and placement test scores were provided Special Project on a more regular basis.

8. The need for a clearly defined measure of success on the part of students was considered for coordination. It was decided that the teacher should be informed of the educational goals set for each individual, and the academic achievement needed on the one hand, and on the other the teacher would inform the agency counselor of the student's demonstrated potential to meet the goal set. In turn, the referral sheet would include more information on the student that pertained to the teaching-learning situation.

9. An agreement had to be made regarding classroom interruptions since the agency representatives felt that they needed access to the students and the teachers felt that unscheduled classroom interruptions worked to the detriment of the students' academic progress. The Special Project agreement finally worked out with WIN allowed for group counseling each morning from 8:30 to 9:15 or 9:30, and no counseling or observation during class sessions. Individual counseling would be scheduled ahead of time so that the student could just walk out of the class at the pre-arranged time without undue disturbance to the entire class. CEP counselors had access to their clients at the end of each school day in the Special Project classrooms. Other group and individual counseling sessions were scheduled by agreement between the Special Project Head Teacher and the agency representative to minimize classroom interruptions.

10. Entrance testing posed a problem principally to the Special Project. Each agency chose tests for placement of students on their own with somewhat labyrinthine results. The basic entrance achievement test used by MDT was the Stanford Achievement Test, Level Primary II, Form W, although occasionally Level Intermediate II, Form W was used instead. WIN consistently used the California Achievement Test, Level

Junior High, Form W. CEP used the Stanford Achievement Test, Level Intermediate II, Form W at the beginning of its association with Special Project, but after a few months changed over to the California Achievement Test, Levels Elementary or Junior High, Form W. Special Project placed students by use of the California Achievement Test, Level Lower Primary or Elementary (or Junior High in a few instances), Form W. Making a judgment based on objective standardized test scores as to whether students were actually progressing a level of ABE every 180 hours was difficult and necessitated a considerable amount of statistical manipulation of test scores to make a reasonable appraisal of student progress. The Revised Beta, the General Aptitude Test Battery (GATB), and the Science Research Associates (SRA) Form AH tests were used variously by the separate agencies to obtain an estimate of scholastic ability of the students.

11. Early in Special Project operation, it was necessary for a delineation of the roles of the Special Project counselor, MDT, the WIN counselors, and the CEP counselor/coaches to be clarified regarding students attending Special Project classes. The following agreements were reached:

MDT: No counseling services were to be provided by Special Project since the relationship was advisory only. Where referrals were concerned, Special Project could refer people to the Missouri State Employment Service or CEP or WIN, as referrals must come to MDTA through them. There would be no preference for Special Project referrals, and no promise that they would be accepted.

WIN: All referrals were made through the Welfare Office. WIN clients had their own counselors and problems for action were referred to them. Educational problems were to be handled by Special

Project, and a representative from Special Project was a part of their evaluation committee to help evaluate referrals.

CEP: Referrals were made to CEP by (1) sending them directly to the CEP office as walk-ins or (2) sending them to poverty area out-reach workers. It was requested that no counseling be done by Special Project; each client would have about three different counselors in the CEP office; the Special Project counselor was strictly of a liaison nature. In matters of an educational nature, Special Project was left free to counsel NYC clients.

School District: Special Project counselor was responsible for all counseling functions with regard to Armchair Class students and Programmed Learning Center students.

BENEFITS OF COORDINATION

MDT

Of the 722 students who received the benefits of an association with Special Project, 316 were MDT students. Actual coordination at the instructional level got off to a slow beginning, due possibly to the need for a precise definition of coordination goals. After clarification had taken place, real cooperative effort ensued.

Exchange of ideas was one of the objectives of MDT. To this end, Special Project and MDT teachers met together twice to exchange ideas and techniques, and to learn operation of teaching machines. Regular joint staff meetings were proposed. Discussed also was the possibility of an exchange teacher program to broaden the scope of understanding in the area of instruction. MDT's Instructional Coordinator also attended a consultation session with the School District's ABE General Coordinator and the Special Project teachers in which problems involving methods, materials, motivation and general learning problems were brought up.

Workshop involvement for MDT teachers also came to fruition. The MDT teachers and Instructional Coordinator attended an in-service workshop held by Special Project for ABE teachers that lasted two days. In planning the workshop MDT staff was polled verbally relative to their needs. Each workshop consultant was informed of the hetergeneous grouping and problems peculiar to each situation.

Special Project was able to provide MDT with a teacher aide trained through the New Careers program. The New Careers director and the Special Project instructional staff met with the MDT instructional staff to discuss the concept of New Careers and the training and skills which had been developed by the aides in the first phase of their training at Carver Adult Education Center. Subsequently all the aides and some Special Project teachers toured the MDT facility, sat in on classes, and met and talked with the teachers. One of the aides was assigned to MDT; the ABE staff there reported excellent results. Special Project's head teacher continued responsibility of scheduling, attendance problems, and continued supervision of all aides.

MDT's Instructional Coordinator, who assists with orientation of all new MDT trainees, maintained a large supply of brochures and flyers telling about the Special Project and the Programmed Learning Center. He, in turn, passed them out at orientation to all trainees and encouraged them to increase their education skills in spare hours by attending the PLC.

Special Project's recruiters referred a number of people to MDT through MSES who wanted job training. One former MDT student contacted through the recruiting effort of Special Project wanted to re-enter MDT, but lacked courage to go back. He prevailed upon the recruiter to talk to his former counselor about his reinstatement.

WIN

78 of the 722 Special Project students were referred by the Work Incentive Program. Of those, 22 received Eighth Grade Certificates, and six were promoted from Level II to Level III.

Benefits that accrued to both WIN and CEP from coordination with Special Project have been expressed verbally, and/or on paper. Saving in program costs was one of the principal benefits. At Carver Center 130 students used the same equipment (EDL equipment, Language Masters, DuKane projectors, film strip previewers, phonographs, tape recorders, overhead projectors, controlled readers, and 16 mm. projectors); whereas, if the students were housed in separate agency facilities duplication of equipment would increase government expense several thousand dollars. It would also be difficult to provide from 400 to 600 square feet of space for each classroom at as low a cost as has been done at Carver Center. A further savings was affected through the services of the General Director of Purchasing of the Kansas City, Missouri, School District.

Experienced professional leadership, maintaining a manageable teacher-pupil ratio, a flexible class structure, and agency savings in time and cost resulted from operational planning and implementation being carried out by Special Project. Students were able to benefit from establishment of a Reading Laboratory instituted at Carver Center which was used by clients of more than one agency for intensive training in communication skills. The Assistant Director of the Reading

Laboratory at UMKC provided consultative services for the Carver Laboratory.

The WIN staff requested Special Project's head teacher to give talks to WIN clients who are potential ABE enrollees, the talks or discussions designed to acquaint clients with objectives of the ABE program, benefits of education, introduction to new teaching techniques, description of learning atmosphere, and to build up enthusiasm to learn through use of new innovative machines and adult-oriented material.

CEP

Of those 203 CEP students who received instruction through June, 1969, 18 obtained their Eighth Grade Certificates and 19 received Level promotions.

Coordination made it possible to arrange daytime classes for CEP students; the alternate plan was to have them attend night classes under volunteer teachers.

Coordination provided intern counselor training for Guidance and Counseling students attending the University of Missouri at Kansas City, by agreement with CEP. The counselors were assigned to work directly with Work Orientation and Employment (WOE) enrollees participating in the Special Project program. At CEP's request all records were made accessible to the counselor trainees, and the teachers were asked to cooperate fully.

At the request of Special Project, CEP's Deputy Director for Planning communicated CEP's opinions regarding the advantages and difficulties of inter-agency coordination in adult basic education. (SEE Appendix A for a copy of the letter.)

School District

Consultative services were supplied by the Kansas City, Missouri, School District. The General Director of the Department of Extended Services, the General Director of Research and Development and the General Coordinator of Adult Education made themselves readily available to assist and encourage the efforts of the Special Project.

The Audio-Visual Department of the School District also furnished films, filmstrips, and audio-visual machines on a loan basis to Special Project. They were used in all agency classes.

The School District Director of Guidance and Counseling made records and other consulting and counseling services available to Special Project staff.

OTHER AGENCY COOPERATION

Although more or less formal coadjutive arrangement was made with the above mentioned agencies, School District, WIN, CEP, and MDTA, interagency cooperation by no means stopped there. Coefficacy resulted from establishment of working relations with a number of other agencies in the Kansas City area.

Operation Mainstream

Through an Advisory Board meeting it was learned that Operation Mainstream trainees could paint the Programmed Learning Center at an expense only of the cost of the paint. A very adequate paint job resulted, and a job site of two months duration was opened for some Operation Mainstream trainees. One of the painters subsequently enrolled in the Programmed Learning Center as a special experimental case. He had been tagged "mentally retarded", although an objective appraisal warranted only a "borderline" label. The experimental treatment is discussed at more length in Section III below.

University of Missouri at Kansas City (UMKC)

A recruiter workshop was conducted by UMKC to provide pre-service training to the recruiters prior to commencement of actual recruiting efforts. Actual practice in the field took place during the workshop.

A two-day In-Service teacher workshop was sub-contracted through the UMKC Regional Specialist for Adult Basic Education at a later date. All Special Project teachers participated, including those from MDT, and teachers from the On-going ABE and GED programs in the Kansas City School District and even some teachers from the North Kansas City adult education program shared in the workshop.

The Assistant Director of the Reading Laboratory of UMKC has served as a consultant to the Special Project. He assisted in planning the Reading Laboratory set up at Carver Adult Education Center. In the course of his evaluation of teacher effectiveness he made some video tapes of some of the teachers in action and, after teacher skills improved, planned to make second tapes and evaluate the results. He has received permission from Special Project to use the Programmed Learning Center and its adult students as a laboratory for a proposed experiment in computerized learning.

UMKC Guidance and Counseling students, through the Concentrated Employment Program, have done intern work in counseling Special Project students in the CEP classes.

Special Project teachers attended an evening workshop sponsored by UMKC in the area of human relations which was arranged by New Careers Program as part of the teacher aide training agreement.

A Sensitivity Workshop designed to promote rapport between teacher and student has been planned by UMKC and Special Project for the immediate future.

Welfare Office

All the WIN students were referred to WIN by Welfare, a U. S. Department of Labor requirement. Other Welfare clients were referred directly to the Programmed Learning Center. By June 30, 1969, ten students enrolled in the PLC who had been referred by Welfare, and a number of others were referred by them who did not complete enrollment procedures. Such referrals consisted of clients who could not be put in work training or who were not yet ready for work training, but who were in need of education.

Model Cities

Model Cities provided bulletin board materials to the instructional staff, pamphlets, graphs, and pictures. They offered to make a speaker available upon request.

Model Cities has expressed an interest in coordinating with the School District, including Special Project, to provide the educational component for their agency. Several meetings have been held to exchange information and ideas for adult education. Program possibilities have been discussed. (SEE: Appendix A)

Human Resources Corporation

Mutual assistance was established with HRC regarding referrals. The Programmed Learning Center received a few students referred by HRC Neighborhood Centers, one Center particularly, and in return, the recruiters referred potential students to the Neighborhood Centers, particularly if the individual lived close to the Center and it was more convenient for him to go there than the PLC.

New Careers

Ten teacher aides were trained through the New Careers Program by the Special Project instructional staff. After four months in Phase I, during which time Special Project paid 10% of the aides' salary, the aides were proclaimed sufficiently trained for all-day duties and were entered on the School District payroll. Their hours changed from four hours of study and four hours of on-the-job training to six hours of work per day.

Vocational Rehabilitation

Special Project was served by Vocational Rehabilitation in the area of testing. One slow learner was sent to VR for individual testing and an opinion as to whether he was teachable. He is to be referred back to VR for further training when he terminates from ABE.

Bureau for the Blind

A few people have called the Special Project who learned about it from the Bureau for the Blind. Only one student enrolled who was referred from there.

Urban League

The Urban League agreed to work with Special Project by both accepting clients from and referring clients to the Project. Clients under 40 who were ready to go to work at $1.60 were referred to them for On-the-Job-Training.

Naturalization Council of Kansas City

The President of the Council has made several reference books for teachers available and has donated some to the program. The recruiters have referred some people they have interviewed to the Naturalization Council.

Fairmont Country Club Dairy

To assist in publicizing the Adult Education Week in January, Fairmont contributed to the effort by placing a full panel ad on half-gallon milk cartons delivered to their customers for three weeks prior to and including Adult Education Week. (SEE copy of ad, Appendix B)

Chain grocery stores

Two large grocery chains, United Super (Fleming Company) and Safeway, donated space in their weekly ads in the *Kansas City Times* to publicize Adult Education Week. The *Times* has a circulation of a half million.

Radio and television stations

Announcements of Adult Education Week were made on radio and TV at no charge to Special Project. Several other releases have been aired giving information about Special Project's free education offerings. (SEE Appendix B)

Other agencies

In addition to the associations listed above, Special Project maintains contact with other agencies through their representatives that serve on the Project Advisory Board. These agencies include the Mayor's Council on Youth Opportunity, American Society for Training and Development, Division of Employment Security, Personnel Management Association, and Community Development Division.

Also represented on the Advisory Committee are agencies aforementioned: UMKC, WIN, MDT, CEP, Department of Extended Services of the School District, and Human Resources Corporation.

THE ADULT LAMPLIGHTER

THE DEPARTMENT OF EXTENDED SERVICES
THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

April-May, 1969 . . . LEARN TO EARN . . . Volume 1, No. 4

New Classes for Adult Basic Education

One new class in the General Adult Basic Education program has opened and four others are in the planning stage and are expected to open soon. Mrs. Antronette Brown, General Coordinator of Adult Education for the School District is in charge.

An adult basic education class at the HRC Neighborhood Center in Area 6, 3714 East Twenty-seventh Street opened February 11. Mr. Horace Peterson, Neighborhood Developer, worked with representatives of the School District to establish the class. The class with an enrollment of twenty-five is taught by Mr. Darby Ervin.

Plans were made during the last week in March for opening two classes in Independence at the Zaun House under the supervision of Father John H. Lembcke of Trinity Episcopal Church, Mr. Millard Caldwell of HRC Heighborhood Center 7, and Mrs. Mary Taylor of the Community Welfare League.

Through the efforts of Reverend E.E. Chappelle, a new class is scheduled to open soon at the Second Baptist Church.

Plans have been made for an ABE Club Class to open soon in the Tenth and Woodland neighborhood. Members will meet in the homes of enrollees.

Mr. William R. Tillmon directs the Special Project ABE program.

Special Project Adult Basic Education Provides Wide Range of Opportunity

What is Special Project Adult Basic Education and how does it fit into the total adult education program of the Department of Extended Services in the School District?

What services are provided through the Special Project and how may the general public take advantage of its offerings?

Mrs. Antronette Brown, General Coordinator of Adult Education in the Department of Extended Services, offered this explanation. "Our Special Project, headed by Mr. William R. Tillmon, is a very important facet of the total adult education program. It is a specially funded proposal submitted to the United State Office of Education by our office more than a year ago. It is designed to set up experimental basic education classes for disadvantaged adults, moving them rapidly toward an eighth grade diploma and providing motivation for even greater attainment - a high school diploma and a better job. It is a coordinated effort where the School District joins hands with other agencies in identifying and serving individuals who need such education.

Because of its experimental nature, the Special Project serves only a small number of individuals in relation to the total number of adults being served through the Department of Extended Services, but already the impact of the Special Project is evident in many ways.

RECRUITMENT PROCEDURES REACH MANY

Recruiters under the able leadership of Mrs. Joyce Brown, have reached scores of persons. Through a bombardment of recruiting techniques - the newspaper, the radio, milk carton advertisement, and handouts distributed to stores, churches and placed in mailboxes, scores of people have learned about the offerings and have enrolled in classes.

PLC OPEN LONG HOURS

The Programmed Learning Center allows an individual to choose his own class hours. The Center is open Monday through Friday from early afternoon to late evening. Persons may attend any day and stay as long as they desire. Latest books and equipment are used and a teacher is available at all times.

ARM CHAIR CLASSES

Patterned after the Philadelphia Armchair classes, the Special Project sets up basic education classes in homes in neighborhoods. Education is taken directly to the people. So effective has recruitment been in this area that soon classes will be set up in the General Adult Education Program to take care of the overload.

The administrative staff in addition to Mr. Tillmon, who directs the Special Project, includes Dr. Molly McCampbell, co-director and researcher; Mr. Caulbert Livingston who is in charge of testing and counseling: Miss Patricia Cowan, Head Teacher, who supervises teachers and teaching techniques; and Mrs. Joyce Brown, who heads the recruiting team.

SPECIAL PROJECT APPROVED FOR 1970

Word was received this week that that the experimental Special Projects Adult Basic Education Program was approved for further negotiations by the U.S. Office of Education.

The second year of funding would mean that $127,000 would be spent to continue the operation of five full time adult basic education classes in coordination with the Manpower Development and Training Program, the Work Incentive Training Program and Concentrated Employment Program; nine neighborhood armchair classes held in the homes of enrollees: and the operation of the Programmed Learning Center where idividuals may choose their own hours for study.

Para-Professionals Hired

Para-professionals have been assigned recently to classes in the General Adult Basic Education Program.

Five part time teacher aides will assist ten evening school teachers; one para-professional will work full time with three day time teachers.

The recently acquired employees will perform a variety of duties. They will distribute books and materials; grade papers; order, set up, and operate audio-visual equipment; keep attendance reports; assist in keeping cumulative records and completing quarterly reports; time tests, and function in other such capacities.

A workshop designed to provide special training began April 7, 1969 and will be held for four successive Monday evenings at the Adult Education Center under the direction of Mrs. Antronette Brown.

Mrs. Joyce Brown, Recruiter Coordinator, works with a team to find potential participants and urge them to enroll.

THE LAMPLIGHTER

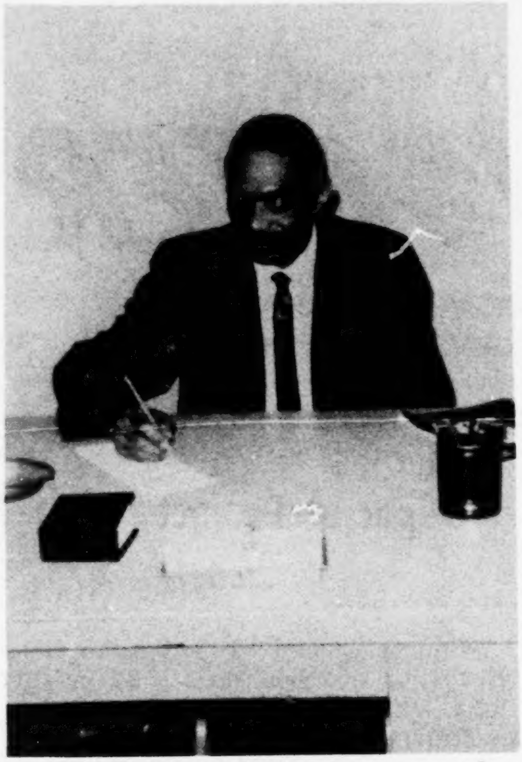
Published five time during the fiscal year—September, November, January, March, June.

Dr. A. Odell Thurman, General Director of Extended Services

Mrs. Antronette Brown, General Coordinator, Adult Education

Mr. Hollis Dahlor, General Director, Vocational Technical Education

Dr. Esther E. Prevey, Director Family Life Education



Mr. Caulbert Livingston, counselor, assigns enrollees to levels, administers tests and counsels them.

HIGH SCHOOL CALSSES GROW

Offerings in the high school adult evening classes at Central, Van Horn, Westport and West Junior are attracting for more students this year than last. Last yoar in five sessions, 4,709 students were enrolled: with the completion of three sessions late in March, already 3,950 persons have enrolled in classes.

The break down in enrollment indicates that Westport Evening School leads with 1,307 persons. Central is second with 1,066 persons: Van Horn is third with 984 enrooleees West Junoir trails with 593 students.

If enrollment continues at this brisk rate, more than 6,500 persons will have enrolled through the anticipated summer session.

Mr. Don Tira is director at Westport. Mr. Percy Caruthers heads the Central Evening School, Mr. John Perry is the director at at West Junior.

Favorite Foods Institute

Our annual Favorite Foods Institute will be held in the Little Theater, Municipal Auditorium.

Dates - March 25
April 1
April 8
April 15
Time - 10:00 to 11:30 a.m.

Convenience foods and short cuts will be emphasized. Home made bread, food mixed in the blenders, foods cooked in the rotisserie will be featured. Popular dishes from area restaurants will be demonstrated, namely steak soup from Plaza III, chateaubriand from Le Chateaubriand, spinach salad from Putsch's and chicken Maciel which was a favorite at the Westport Room.

This project is co-sponsored by the Department of Home Economics and Family Life Education, Kansas City Public Schools and the Home Service Department, Kansas City Power and Light Company. Mrs. Olga Schley will be the demonstrator. All interested persons are welcome. There is no fee. Please do not bring children as there are no facilities for child care.

ABE ENROLLMMENT PASSES 1968 MARK

After nine months of operation in the 1969 fiscal year, adult basic education enrollment has soared above the figure for the previous year. There were 1,031 ABE students enrolled in classes last year. So far this year, 1,066 adutlt basic education students have been counted.

Seven hundred and sixty-six persons are enrolled in the General ABE program, and three hundred are students in the Special Project.

CLIP – – – – – – – – – – – – CLIP – – – – – – – – – – – – – –

REGISTER BY MAIL

$ .... Date ....
Class Fee

Mr.
Mrs.
Miss ....
Last Name First Name Middle Initial

....
Address City State Zip Telephone

Subject Desired .... Adult Center Desired ....

No Refunds After the First Week of Attendance

SCHEDULE

DEPARTMENT OF EXTENDED SERVICES -
BAltimore 1-7565, Extension 352 or 239 or 333

BASIC EDUCATION
HIGH SCHOOL - PERSONAL DEVELOPMENT COURSES

ENROLL AT THESE CENTERS

Central Evening School
3221 Indiana
Tuesdays and Thursdays
6:30-9:30 p.m.
Begins September 10

Garfield Day School
421 Wabash
Thursdays and Fridays
8:30-12:00 Noon
Begins September 12

Van Horn—Mr. John Lancaster, Director
1109 Arlington, Independence, Mo.
Tuesdays and Thursdays
6:00-9:30 p.m.
Begins September 10

Westport—Mr. Don Tira, Director
319 East 39th Street
Mondays and Wednesdays
6:00-9:30 p.m.
Begins September 9

West Junior (All offerings are free to all area residents)
1936 Summit
Mondays and Wednesdays
6:00-9:30 p.m.
Begins September 9

Garrison School
553 Tracy
Mondays and Wednesdays
6:00-9:30 p.m.
Begins September 9

Subjects Offered

ADULT BASIC EDUCATION (Free)

Any adult, eighteen years of age or over living in the Metropolitan area of Kansas City, Missouri who has not completed the eighth grade may enroll in adult basic education at any center.

Adults are provided basic instruction in communication arts (reading, English, speech, writing), numerical skills, consumer education, health and social living.

Adult Basic Education is offered at Central, Garfield, Garrison, Van Horn, West Junior, and Westport.

GED CLASSES Fee $20.00

Adults, twenty years of age or over may enroll in General Educational Development classes to improve their chances of passing the Missouri GED test and receiving an equivalency diploma.

Enrollees study English, reading, Social science, mathematics and science for a nine week session, two times a week from 7:00-9:00 p.m. If enrollment justifies operation, classes are scheduled at Westport, Central, Van Horn, and West Junior.

Adults can move faster through grade school than children can.

PERSONAL DEVELOPMENT COURSES

GYM and SWIM for Women
Fee: $15:00

Hips, waistlines and that extra weight can all be corrected and brought under control by relaxing exercises, fun games and weight watching. This class is fun, tension releasing and very rewarding in the better figure control you will gain. Gym period followed by swimming. Tuesdays and Thursdays 7:00 p.m. to 9:00 p.m. Van Horn.

GYM and SWIM for Men Fee: $15

Keep physically fit with a program of exercises and games, plus a relaxing dip in the pool. Tuesdays and Thursdays 7:00 p.m. to 9:00 p.m. Van Horn

SENIOR HIGH SCHOOL CLASSES

Persons 16 to 21 . . . . Free
Persons 21 or over . . . $20 (minimum)

Persons sixteen years of age or older may enroll in the senior high school division and fulfill requirements for graduation from the Evening High School just as for day high school. The evening schools will, when a student completes 19 units in the schools or in combination with units earned in another accredited high school, grant a diploma. Of the nineteen units, however a student must earn at least TWO FULL UNITS in the evening school to obtain a diploma issued by the Kansas City, Missouri Board of Education.

The nineteen units must include the following:

English	3 units
Mathematics	1 unit
Science	2 units
Social Science	3 units
Practical Arts	1 unit

High School Course Offering

English 1, 2, 3, 4, 5, or 6	½ unit
Basic English	½ unit
American History	½ unit
Current Affairs	½ unit
General Mathematics	½ units
High School Arithmetic	½ unit
Algebra	½ unit
Geometry	½ unit
Spanish	½ unit
General Science	½ unit
Human Science	½ unit
Accounting	½ unit
Stenography	½ unit
Typing - $21.00	½ unit
Drafting	½ unit
Self-Study	½ unit
Family Relations	½ unit
Driver Education - $50.00	½ unit

SELF-STUDY

The self-study tutorial-examination plan enables a student to enroll in a one-half unit course and study independently under the direction of a teacher. The work under self-study consists of reading assignments, written reports, scheduled conferences with the teacher and comprehensive examinations.

Subjects offered by self-study are:

American History
Current Affairs
Human Science
World History
Psychology
Economics
Citizenship
World Geography

REGISTRATION INFORMATION

WHO? Resident or Non-resident sixteen years of age or over. High school students must have the written permission of their principal.

HOW? Mail in the fee with the completed form found in this paper or go directly to the school and enroll.

Practical Nurse Pharmacology

The Kansas City Board of Education Vocational and Technical Program is pleased to report that during the year 1968, 152 Licensed Practical Nurses took advantage of the Post-Graduate Pharmacology course. Thus far, for 1969, 36 students have completed the course.

The course consists of 60 hours of theory plus 100 hours of clinical practice and is open to those who have completed their Practcal Nurse training and Licensed Practical Nurses. The student who satisfactorily completes the theory portion of the course is given a clinical rating sheet to be presented to his or her supervisor or employer.

The Practical Nurse is then required to receive 100 hours of clinical practice of administering medications under the supervision of a Registered Professional Nurse or a physician. Upon satisfactory completion of this experience, including understanding moral and legal responsibilities and observation of drug action, the Lincensed Practical Nurse receives a certificate which allows them to advance to a better position.

SERVICE TO KANSAS CITY BUSINESS AND INDUSTRY

Over 250 Different businesses and industrial firms were represented by employees enrolled in the trade extension classes of the Adult Vocational Technical Education Service. An estimated additional 350-400 companies are being served through the apprenticeship related training program.

With each new course and more effort toward public notification other Kansas City businesses are able to send or encourage their employees to attend a training program. Approximately 20 of the 250 companies mentioned before found, for the first time, a training program that was helpful to their employees.

The Adult Vocational-Technical Education Service is proud to be a service to the community in this way. In fact, we expect to serve many more persons and businesses in the future.

Adult Distributive Education

Nearly two years ago a position was created within the Vocational-Technical Department for a person assigned to develop, establish, and operate Adult Vocational Distributive Education classes.

This increased emphasis on Adult Vocation Education in the service and distributive areas grew out of a realization that employment in these areas is growing at a very rapid rate and this development of evening classes was important.

In the past two years much has been accomplished in providing the adult community with opportunities to study such subjects as Retail Sales, Waitress Training, Commission Sales, and Supervisory Development. Approximately 30 different classes have been conducted this school year. In addition to these classes several firms have been assisted in their specific training needs in the Distributive Educativon area.

The demand by our adult community for evening Distributive Education training opportunities is sure to increase and the Adult Vocational-Technical Education Service is striving to meet the needs in this vital area of Vocational-Technical Education.

Adult Vocational-Technical Report

The completion of the 1968-69 Adult Vocational-Technical classes is rapidly approaching for some 1400-1500 persons in 116 courses. Because of the various course lengths, ending dates range from mid April through early June.

Many of these people will receive certificates for their satisfactory completion of special courses. Others will return next year to enroll in an advanced phase of training. These persons will receive certificates after completing a series of courses.

A steady growth is noted both in the number of enrollments and the number of courses. A portion of this growth can be contributed to new courses developed this year.

New trade extension courses for this year included; Testing and Balancing of Air Distributions Systems, Supervisory Communications for Hospital Housekeepers, Refrigeration Electricity, Lithographic Color Etching, Maintence Electricity, Industrial Fluid Power, and Mathematics and Drafting for Maintenance Mechanics.

Several apprentice related courses were also added this year. These include; Related Training for Insulators and Asbestos Workers, Teletyping, and Refrigeration.

Other new courses are in various stages of development and should be ready to operate next year.

A few classes will be operated during the summer months. Welding is one that continues year around because of the heavy demand.

Local Painters hold Apprentice Contest

The apprentice painters of Painters District Council No. 3 participated in a skill demonstration contest on February 22, 1969. The contest was the result of a cooperative effort of the Adult Vocational-Technical Education Service and the Painters Joint Apprenticeship Committee.

Approximately 30 apprentices submitted samples of their craftsmanship in three categories. These categories were natural wood finishing, immitation wood graining, and decorative. The sample work was completed on 16 inch by 22 inch panels with specific procedures and operations performed in each category.

The judging team consisted of journeyman painters and contractors from the Kansas City area. The Painters Joint Apprenticeship Committee awarded cash prizes in each category to the top three entries.

Winners of the natural wood finish category were; 1st Robert Seward, 2nd Russ Allen, 3rd Robert Seward. Imitation wood grain awards went to; 1st James Barker, 2nd Stan Frisbie, 3rd James Barker. The top three entries in decoration went to; 1st Gary Freeman, 2nd Stan Frisbie, 3rd (Tie) Steve Perkins and Stan Skinner.

Panels were then shipped to the national contest which was held at Pheonix, Arizona this year. The national contest draws entries from apprentice painters from all over the United States.

The biggest benefit derived from such a contest was the generation of a competivive spirit and importance of true craftsmanship. This will undoubtedly be established as an annual affair with more and better entries anticipated in comming years.

PRACTICAL NURSING TESTING DATES SET

Persons interested in applying for the Practical Nurse Training should plan to take the pre-entrance test on one of the following dates:

April 16, 1969 9:15 a.m.
May 21, 1969 ....9:15 a.m.

The test will be conducted at the Carver School, 1514 Campbell, Kansas City, Missouri.

Applicants should be prompt.

SECTION II

RECRUITMENT

OBJECTIVE 2: To employ new techniques of recruitment aimed at reaching the target population and stimulating their desire to be involved.

SECTION II. RECRUITMENT

The Recruitment Department of the Special Project consisted of the Recruiter Coordinator and four recruiters. Choice of recruiter was determined in part by the residential area in which he/she lived, since it appeared advantageous to pick recruiters indigenous to the areas from which students were to be recruited. The "area" in which a recruiter worked referred to the Human Resources Corporation area divisions, which number six in Kansas City, Missouri. Four of the HRC areas were worked intensively, as were parts of the other two areas to include those sections where the education need appeared to be greatest.

IN-SERVICE TRAINING

A recruiter workshop was conducted by the University of Missouri at Kansas City to provide pre-service training to the recruiters prior to commencement of actual recruiting efforts. The recruiters were told about the Special Project; the General Coordinator of Adult Education from the School District explained adult basic education to them, and what was offered in classes; a UMKC representative discussed recruiting techniques and some experience through role playing; and a representative from the Regional Health and Welfare Counsel gave them information and a handbook on resources for aid and referral. The recruiters proceeded next to the field for some actual practice, and reported back to the workshop with results.

In October an in-service training meeting was held at the

Programmed Learning Center. The Executive Director of Turner House, Kansas City, Kansas, was guest speaker. He presented different techniques used by him in selling his program. The Recruiter Coordinator felt that "He was very informative, and...I felt that he provided insight needed by the recruiters."

An all-day workshop was held at the Programmed Learning Center in July, 1969. A film and discussion were presented by two Marine Corps recruiters based in the Kansas City area, in the morning session. In the afternoon, a "Group Therapy" session was conducted by a recruitment officer in the Kansas City, Missouri, Police Department.

A videotape recruitment film was developed to be used in recruiting students and in training recruiters. At this writing, it had not had sufficient try-out to base a judgment on as to its effectiveness. Slides for use in recruiting were also being developed.

RECRUITMENT PROJECTS

Several operations were carried out by the Recruitment Department:

Door-to-door contact
Radio promotion
Newspaper promotion
"Downtown Project"
"Grocery Store Project"
"Church Project"
"Hospital Project"
"School Project"
"Club Project"
"Open House Project"
"Follow-up Project"
"Apartment House Project"
"Career Week Project"
"Recruiter ideas Project"
"Pool Hall Project"

In nine months of recruitment effort, more than 5800 people were interviewed by the recruiters via door-to-door contact. For each person the recruiters were requested to report the date of the contact; the time of day and the place of contact; the name, address, and telephone number of each person; the years of education he had completed; and any referrals that were made for any reason. Brochures were left in mailboxes or in doors where there was no answer to a knock on the door. Since about 100 people were brought into the program by the recruiting staff, it was evident that for every student enrolled in Armchair classes or the Programmed Learning Center it was necessary to contact 5000 or 6000 people On their monthly reports (SEE Appendix B for report requirements) recruiters had various comments regarding their door-to-door operation.

> People who have not had a basic education are usually interested.
>
> This month I recruited for PLC. I found a lot of people eligible but ill with flu.
>
> This report leaves me with a strain on my confidence in people. We have a great task ahead of us if we are to make an impression in the public's mind about ABE. Of well over two hundred people I have contacted this month, 65 of them had accepted our program. But when it came time for class, only about 3% showed up.
>
> I was able to secure over 50 promises of attendance at PLC, but on the follow-up I found many of the people who promised were now working on a summertime basis and wanted to wait until next fall.
>
> There was a tendency to complain of the heat and lack of evening babysitting facilities; as a matter of fact for some of those I brought to the Center (for assessment) I had to bring the baby along.
>
> I am finding some who would like to attend PLC after school starts, which will prevent the problem of child care.
>
> Prospects were much greater working in Area 2 than any of the recruiting I've done before; one out of every five persons was in need of ABE.
>
> I find it impossible to use the same tactics all the time; it depends on the individual's willingness to listen.

It helps to talk to people on their level.

A recruiter needs patience and understanding of the problems and conditions of the population.

I give as purpose of ABE 1) Securing certificate, 2) better jobs, 3) better living conditions, 4) better social standing, 5) helping children and others.

The recruiters have reported that they believe working women to be the easiest group to recruit, young men the hardest (they would like to be paid to go to school); that people with little or no education like a classroom atmosphere, people with more education like an informal atmosphere; that people with more education are more cooperative about coming the center for testing and orientation than people with little or no education. They have found that people express more interest in ABE if recruiters explain that education is free; that they do not have to go to a school building for classes; that the teacher will come to teach them; that the time is set to suit the students; that the classes are not too long; that classes do not take up every evening of the week; and that they can progress at their own rate. The recruiters have reported, also, that their efforts are more successful if they are informal; if they talk to people on their level; if they show patience and understanding of the peoples' problems; and if, instead of using the terms "basic education" or "Special Project" in describing the reason for their visit, they simply say they are helping people get more education and ask if anyone there is in need of it. They have run into such problems as illness, drinking, handicaps, babysitting, transportation, too many children, much tiredness, unheated homes, children smoking, and loneliness. People unload their problems on the recruiters, the younger ones particularly; they want miracles worked. There are a few areas the women recruiters felt they should not enter. They would recruit in high rise apartments only in pairs in the daytime. It was not particularly unusual for the recruiters to report "Lady would not open door;" "Heard people talking-wouldn't answer"; "People talking inside-would not answer door;" "TV going-no answer;" or "Saw someone part curtains but did not show."

The Recruitment Department was able to solicit free radio space to carry releases acquainting people with Adult Basic Education offerings of Special Project. Several of the releases are included in the Recruitment Handbook 1969 in Appendix B below. The recruiters and Recruiter Coordinator also made tape recordings publicizing the Special Project which were broadcast, fee free, from one of the Kansas City radio stations.

In a newspaper popular with the target population newspaper space was frequently contributed for advertising the Project's program. Several releases are in the Recruitment Handbook in Appendix B.

Advertising assistance was also requested of a number of business organizations in the Kansas City Area. Letters were mailed to the Officers and Board of Directors of the Kansas City, Missouri, Chamber of Commerce, with a copy of the brochure, "What Adult Education Can Do For Our Community." (SEE Appendix B for a copy of the letter) The Recruiter Coordinator reported that

Thus far, I am receiving a good response to my letters

> Those that replied asked for additional copies of the brochure, and stated they would assist in passing information regarding our program to their employees.

The "Downtown Project" was conducted in early December. The recruiters were assigned to posts in the downtown Kansas City shopping district to hand out promotional material to passers by. In addition to downtown stores, flyers were handed out at the Jackson County Courthouse and at the Kansas City, Missouri, Police Headquarters.

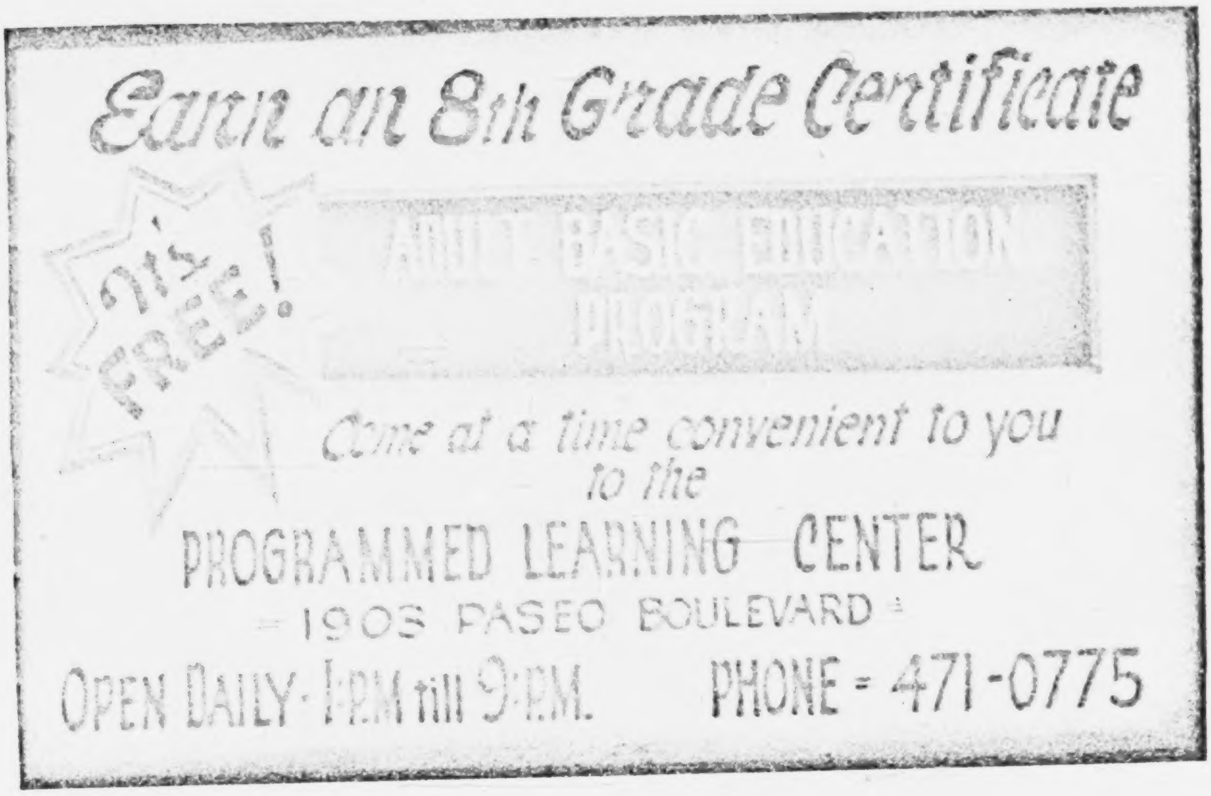
> I passed material on the corner of 12th and Wyandotte and the Jackson County Courthouse. I found the people very willing to take or accept the material.
>
> Some days we were downtown passing out ABE literature. Hundreds of people received first hand information concerning this program.
>
> I feel the "Downtown Project" was chosen the wrong time of the year, and the location was not too effective because Downtown is already a target area for passing out pamphlets, flyers, and advertisements. The bell ringers for the Salvation Army were on every corner collecting donations for the needy, and there were so many distracting things taking place downtown. The passers-by seemed to be in a hurry and many refused to accept the flyers.
>
> The outside project results were very good in the morning. The people would accept the material although they didn't inquire about the program. I found one group of people from out of state interested and thought they would like to have this kind of program in their city.
>
> For the most part it was interesting watching people rushing and hurrying from the chill wind. Only about four refused the information we had for them. Usually they would make some comment like "This is good". Often I'd tell them, "If you don't need it please pass it on to someone else." I was pleased with the response, and cold too.

From December through February a concentrated recruitment effort was made in grocery stores where the recruiters handed out brochures and leaflets and interviewed potential students. More than forty grocery stores were involved in the project. Several laundromats were included, also.

I found the larger stores to be more cooperative and give more service than the smaller ones.

At the Area grocery stores, the ABE literature reached mostly the kind of persons we are seeking for this program.

Five Chain Stores gave permission to display in their window the ABE poster for a week interval.



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SPECIAL PROJECT
ADULT BASIC EDUCATION
The School District, Kansas City, Missouri

________________________RECRUITER

Office:
YWCA Building
1903 Paseo
Kansas City, Missouri

The "Church Project" started in November. Virtually all churches of all denominations in three HRC areas were located by the recruiters; most of the churches are not listed in the Yellow Pages. The pastors of the churches were told about the program, and their help was solicited in steering members of their congregation who were in need of basic education to the Special Project. Approximately 150 churches were visted.

> I made a telephone listing of large churches and canvassed my area for the small churches. I found all of the ministers very cooperative. I was also invited to talk to the members of one church. I found it hard to contact or find anyone at the very small churches; so far I am very pleased with the recruitment of the churches in my area.
>
> I have been involved with the preparation of church packets and packets for church organizations.
>
> I delivered packets to all churches in my area, in regard to the ABE program. (SEE Appendix B for letter)
>
> We delivered literature to the churches, whenever possible making contact with the minister. If contact could not be made literature was left at the church. I have talked to some of the ministers who have promised support.

In January recruiters were stationed in three hospitals, where their main task was handing out promotional literature. Although they received encouragement from many people, it was felt that the results were not profitable enough to warrant any further effort along that line.

> I was assigned to work at the Wheatley Providence Hospital passing out information about the Programmed Learning Center.
>
> I was given Children's Mercy Hospital. I think my project was very well chosen because I was able to reach a lot of people within the time limit. Everyone I talked with was very nice and also interested. I was able to gain the prospect of one lady attending class after February. I found babysitting to be a major problem for most that was really interested.

The recruiters covered their hospital project assignments;

> however, very little was gained as a result of this project.

The recruiters undertook a "School Project" in May, to contact several local schools before the end of the school term to locate parents in need of ABE.

> We left material at all schools with forms to be mailed in for parents who were interested.
>
> The project was not too successful because school was nearing an end when the project was started.

Contacts were made with various clubs, especially social clubs, in the community in order to recruit students for the Programmed Learning Center.

> I visited the Urban League to get information for our Club Project.
>
> I distributed PLC Information to all the Social Clubs listed in my area (in the newspaper).

The "Open House" was one of the largest promotional activities launched by Special Project during the first year of operation. In an effort to acquaint the Kansas City community with the efforts of the Adult Education element in Kansas City, both the Special Project and the School District's General Program, Mayor Ilus W. Davis proclaimed Adult Education Week for the week of January 26 through February 1, 1969. (SEE Appendix B for Proclamation) The kick-off for the week took the form of an Open House held on Sunday, January 26. Dr. Joseph Paige, Director of the Urban Adult Education Institute at Detroit, Michigan, was the principal speaker. His speech was well received, as was that of a testimonial speech given by a former adult student who had completed the program and found a good job. The St. Stephens Baptist Church choir provided musical selections, and the in-vocation and benediction were pronounced by the pastor of the Centennial Methodist Church and the pastor of the St. Joseph Catholic Church. The Fairmont Country Club Dairy placed a full panel ad on half-gallon milk cartons delivered to grocery stores and customers, without charge, for three weeks prior to and including Adult Education Week. Two large grocery chains contributed gratis space on their advertising pages also, during the week preceding Adult Education Week. A letter was sent to many churches inviting pastors and their congregations to attend. Recruiters handed out special flyers, and The Call and the Kansas City Star ran articles. Flyers were circularized by the recruiters. (SEE Appendix B for promotional efforts)

Recruitment concentrated for a time on two low-income apartment house complexes. Both women and men recruiters worked the apartment houses. As happened in many of the projects, an enthusiastic response was reported, a fairly good follow through ensued (large Armchair class was set up), and it gradually faltered. There is further discussion of this phenomenon in Section III, Armchair classes, below.

> This month I was assigned to Wayne Miner Housing Development Area to set up an Armchair class. In two days we were responsible for nineteen interested participants. We think this undertaking was very successful. We made 30 to 35 more contacts for the PLC with eight showing definite interest.
>
> I spent all of my time in Wayne Miner Court where contrary to the reports of the press I found the people very friendly and sympathetic to our cause. The reports of the criminal elements have been over emphasized, while the good of the responsible people of the community has been ignored.
>
> During the latter part of the month I worked in the T. B. Watkins Housing Development. I found the management much more friendly than in Miner Development, and through her assistance I made contacts, some of whom were sent to the Miner Armchair class, others to PLC.

> During the month I recruited both in Wayne Miner and Watkins projects, contacting approximately three hundred to four hundred people. My reception was more friendly than the past month.
>
> In the Wayne Miner class, eighteen people are scheduled for the Armchair class.
>
> I think the experience of recruiting in pairs was most appropriate in the Housing Projects, plus we found so many young people in need of the ABE program. I feel the recruiting in the housing projects was quite successful.

When "Career Week" was held in the Kansas City Municipal Auditorium, the Special Project was invited to set up an exhibition booth. The exhibit was set up by the Recruitment Department, with the two men recruiters tending the booth during Career Week open hours. Posters that had been made for display during Adult Education Week and in the "Grocery Store Project" were set up in the booth, and a great deal of promotional material was distributed. (SEE Appendix B)

> I was fortunate to be named one of the two to represent us in the booth at the Auditorium for the exhibit of our material. The young people and adults responded wonderfully.

The recruiters from Area 4 and Area 5 were given a two-week period to try out ideas of their own without direct supervision, a request made by the two recruiters.

> We were given permission to try for two weeks a new project, by this we are supposed to work on our own ideas to try and reach the people for the PLC. Here is a list of the places I went and contacted.
>
> 1. City Market
> 2. Commodity Centers
> 3. Laundries
> 4. Barber shops
> 5. Headstart program (Parents)
> 6. Welfare Offices (both)
> 7. Salvation Army
> 8. P.T.A. (schools)
>
> I found a few people interested and wanting to participate. I also made a good contact with Jackson County Welfare. Here I talked with one of the supervisors of the section which deals with non-working recipients but who would need education. This list will be ready for me to pick-up on Wednesday. I am hoping for a big and successful turn-out for the PLC. I also recruited a few people at the polls while they came to vote.

> My recruiting varies. I went such places as manufacturing companies, toy companies, cocktail lounges, bowling alleys, bus stops, etc. I found lots of eligible prospects for the PLC.

For one Recruitment Department project, one man recruiter was assigned exclusively to pool halls, taverns and bars in the evening hours to try to locate really hard core young men and attract them to the Special Project program. Subsequently other recruiters also did some recruiting there. The effort proved singularly unsuccessful.

> We canvassed bars, saloons, pool halls, and taverns. This was the most unsuccessful project we had.

> Pool halls and taverns proved to be a failure for the second attempt.

In the spring a project was launched to re-contact all people who had dropped out of class, who had started but not completed their assessment to enroll in class, and who had said they were interested in the program but who did not follow through by starting assessment.

> During the month of May I helped in a follow-up project of people from both Armchair classes and the PLC. I found a few had been put in the Miner program, some were ill, some had gone on different jobs and new jobs. I found a lot were pleased to see the program was concerned about them.

> I worked on a complete follow-up of all students that were originally recruited, all the withdrawals, and absentees, and the reasons for the attendance to fall down.

> In doing my follow-up it proved to be very successful because the people were really pleased to see that we really cared and were interested in their welfare.

The Recruiter Coordinator reported to the Advisory Committee for the Special Project regarding reasons given by the people for not following through or for dropping out. Her analysis showed that the principal reasons given, and the percentages of those giving each reason were as follows:

Illness	5%
Moved away	10%
No transportation	1%
No longer interested	10%
Working	51%
Family problems	9%
Class terminated	1%
Pregnancy	3%
Transferred to another program	5%
Teacher-student conflict	5%

Recruitment follow-ups appear to be quite effective, especially with absenteeism. One student reported that the reason she came back to class (she had terminated upon the death of her husband) because a recruiter came around and expressed an interest in her and in continuing her education.

OTHER RECRUITMENT ACTIVITIES

In April the Recruitment Department completed compilation of a handbook to serve as guide to new recruiters entering the program. A copy of the guidebook can be found in Appendix B below.

The recruiters made visits to several HRC Area Neighborhood Centers to learn more about the recruiting being done by HRC recruiters and to coordinate referral methods to Special Project from the Neighborhood Centers and from the Neighborhood Centers to the Special Project Recruitment Department.

> Here I was given some good information about their program and ways they could help with this program.
>
> I went to the Area #4 Center to talk to the Coordinator about their recruitment program. We set up an appointment for another conference. I talked to the Area 2 coordinator secretary about their recruiting program. Later I went back to the Area 4 Center and conferred with the Head Neighborhood worker and was briefed on their recruiting.

The Recruitment Department developed several forms for use in carrying out their duties: for recruiter reporting of individual contacts, for absentee checks, for compiling reasons for absences or drop-outs, for weekly schedules, and for reporting recruiting time. They also developed a Certificate of Appreciation for Armchair class hostesses. A "Recruiter of the Month Award" was presented to the recruiter who recruited the most actual enrollees each month. (SEE Appendix B for forms and certificates)

In March the recruiters found fourteen people in one area who wished to attend an Armchair class. Since the Special Project could not accommodate an eighth Armchair class, one was provided for by the General Coordinator of Adult Education in the Kansas City, Missouri, School District for the fourteen people.

The recruiters took it upon themselves to provide transportation in many instances. They and the Special Project counselor picked up students and brought them to the Center for assessment and later progress tests. The recruiters also drove students to class on occasion. Transportation and child care were often cited as reasons by people who indicated that they would like to be involved in the program, but for those reasons could not.

At the end of May the recruiting staff were asked to report on ideas they would like to see tried out in the up-coming year of Special Project operation. The following ideas were forthcoming:

Set up speaking engagements for a student that has completed ABE.

Each recruiter could display ABE sticker on cars.

Schedule for 12 hour-per-day recruiting.

Involve more older people that are really in need.

Provide transportation for out clients.

Work for recreation for the elderly.

Bring in more younger people.

Work more closely with instructors of our program.

Work more closely with welfare workers.

Utilization of public address system in automobiles driving around in various neighborhoods.

Go to unskilled union halls, such as Labor, Hod Carrier, Bakeries, Janitors, etc.

Contact plants and factories that use unskilled help.

Since this is a non-profit program of community help, solicit advertising time from TV stations. (This was done for the Adult Education week)

Recruit outside the HRC areas.

Have more school contacts.

Ask cooperation from various firms for names of persons that are employed in their establishments who need ABE.

Carnivals.

Fund-raising events.

Provide babysitting center for participating students.

SECTION III

INSTRUCTION * TESTING * COUNSELING

OBJECTIVE 3: To bring about better utilization of Federal funds by raising the educational level of a greater number of enrollees in a lesser amount of time.

OBJECTIVE 4: To provide a more effective program of instruction using and testing the values of a variety of published materials, wide and improved use of educational techniques, through a well planned teacher training program and in-service series conducted through the Adult Basic Education Regional Specialist at the University of Missouri, Kansas City.

SECTION III. INSTRUCTION

Better utilization of Federal funds involves at least three components: raising the educational level of a greater number of enrollees in a lesser amount of time; retaining a maximum number of students in classes at all times with a minimum of absences; and making economic use of space and supplies. How rapidly an individual's educational level can be raised also depends on several things: the competency of the teachers in motivating students and developing techniques, the availability of adequate hard ware and soft ware and the use made of them, and the way problem situations are resolved.

In order to provide an effective program of instruction, a variety of hard ware and soft ware was tried out and assessed by the teachers of the Special Project. Many of these materials were supplemented, improved, or even replaced by teacher-created materials. Participating teachers were exposed to frequent in-service training situtations and to the constant supervision of the Head Teacher. Teacher aide trainees entered the program to assist the teachers and relieve them of routine classroom detail.

Between October 7, 1968 and June 30, 1969 inclusive, 722 students participated in Special Project Adult Basic Education. They were enrolled through four agencies, each with a different plan for providing its clients with basic education. The WIN students attended class five days a week for six hours a day (a total of 30 hours per week) under three teachers at Carver Adult Education Center, with a maximum of ten students to a class. The CEP students attended one day a week for six hours (a total of six hours per week) under two teachers at Carver, with a maximum of ten students per class. Each of the two CEP class teachers had five different classes per week. The MDTA students attended class five days a week for either one or two hours per day (a total of five to ten hours per week) at the MDTA Training Area. School District students attended either a Programmed Learning Center (PLC) or Arm Chair Classes. The PLC had one teacher, and the students could attend as many days and as many hours per day as they chose. Seven Arm Chair classes, at most, were in operation at one time with the students meeting two hours per day two days per week (a total of four hours per week).

MATERIALS UNDER TEST

HARD WARE

Many items of hard ware were used in the Special Project, some already proven, some newer ones being tried out. These items included the Learning 100, a 16mm Sound Projector, Film Strip Projectors, Overhead Projectors, a Portable Video Tape Recorder, Camera and Monitor, Language Masters, Record Players, several Film Strip Previewers, Craig Readers, Hoffman Readers, DuKane Filmstrip Projectors , and Tape Recorders. Special Project teachers were charged with innovating techniques for use of the hard ware in ways better suited to a disadvantaged adult population. Following are teacher comments regarding their opinons of and use made of some of the teaching-learning machines.*

Film and filmstrip projectors

> The selection of films for use with adults is somewhat limited
>
> Film strips are not generally enjoyed. I think it's because most of them are not on the adult level.

---

* Footnote
These and all subsequent teacher comments were made in response to a request made by all teachers entitled "Research Needs- Teachers" (SEE Appendix C).

Section III. Instruction

Some Consumer Education films and filmstrips used were "Consumer Problems in Nutrition", "Future to Bank on", "Using Bank Credit", "Pay to the Order Of", "Money Talks," and "Why Budget". Used in the area of Social Living were: "Your Daily", "Safety in the Kitchen", "Cancer", "Heredity","Bacteria", "Friend or Foe", "Dental Health", "Protecting Your Baby from Infection", "Human Heredity", "Eat Well", "Essentials of Diet", "How Food is Digested", "Human Reproduction", "Nutrients in Food", "Hair Care", and "Making the Most of your Face", among others. In the area of mathematics, a few of those were: "Meaning of Fractions", "Adding Fractions", "Subtracting Fractions", "Measuring How Long", "Measuring How Much", Let's Measure", "Measuring and Testing Things", and "Why Study Math.".

Not all of these were recommended by the teachers.

The DuKane Projector was very popular.

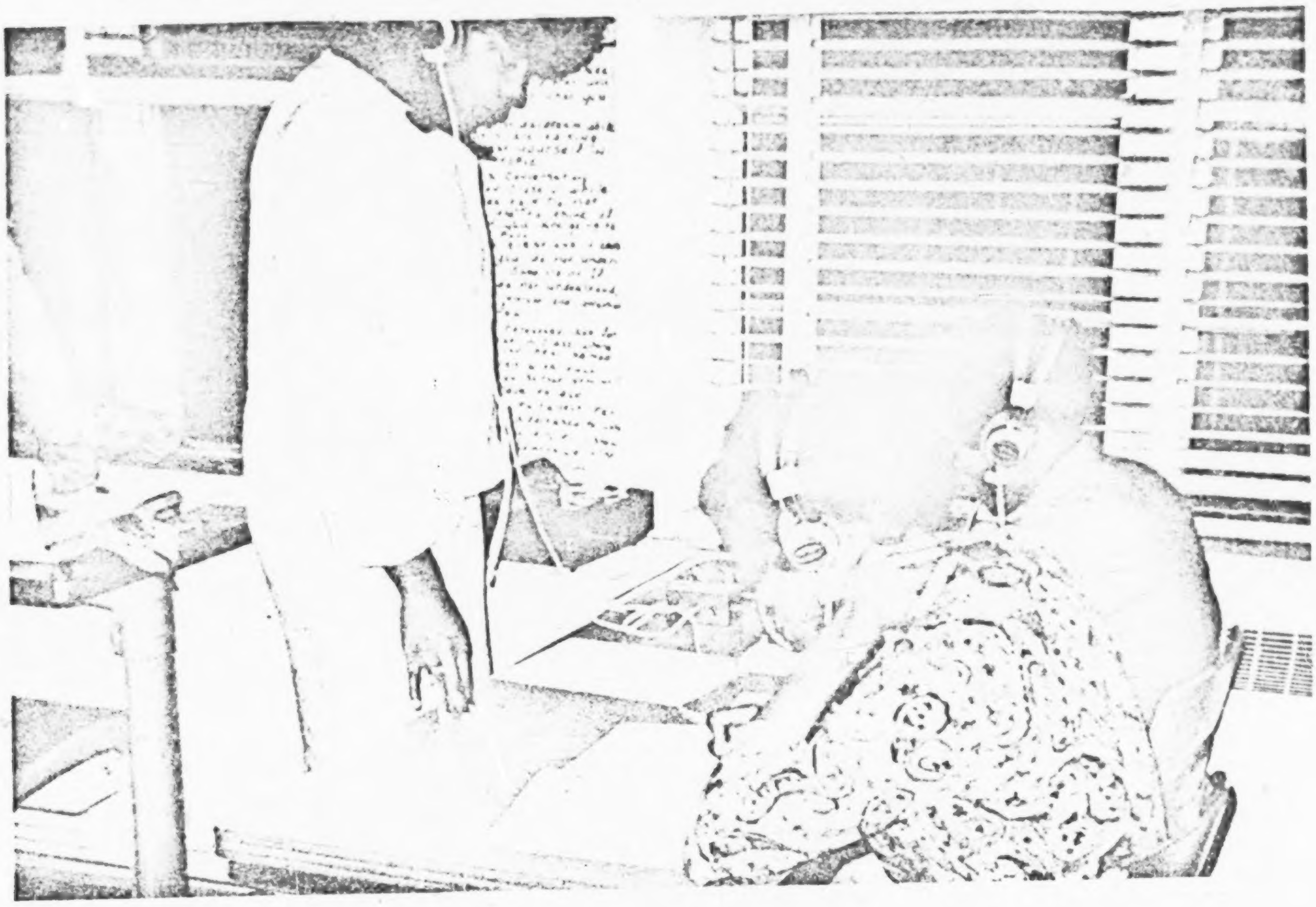
Tape Recorders.

Used extensively, especially with non-readers or neo-readers. (More remarks regarding teacher techniques in use of the tape recorders are in section entitle TECHNIQUES UNDER TEST.)

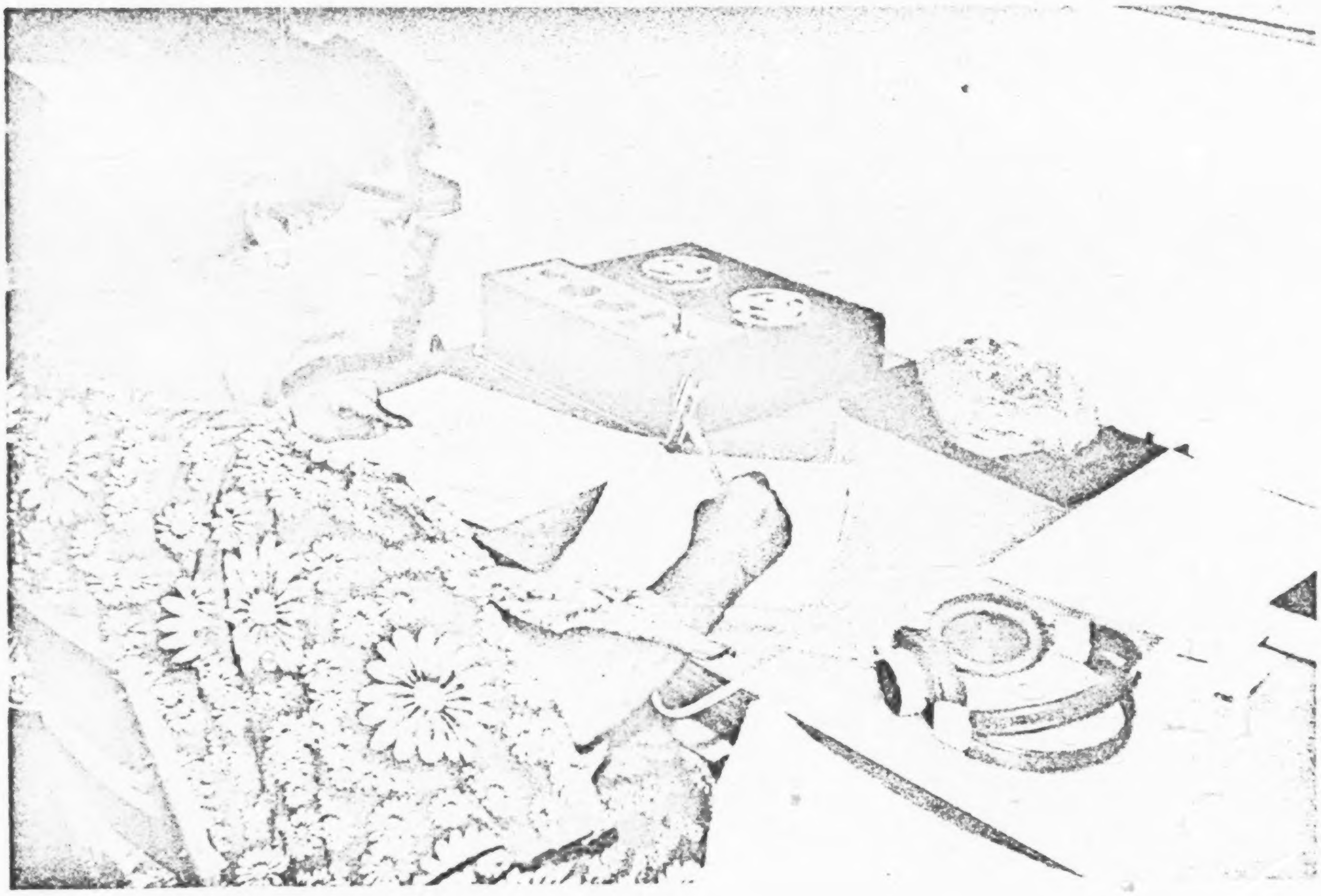
Overhead Projectors

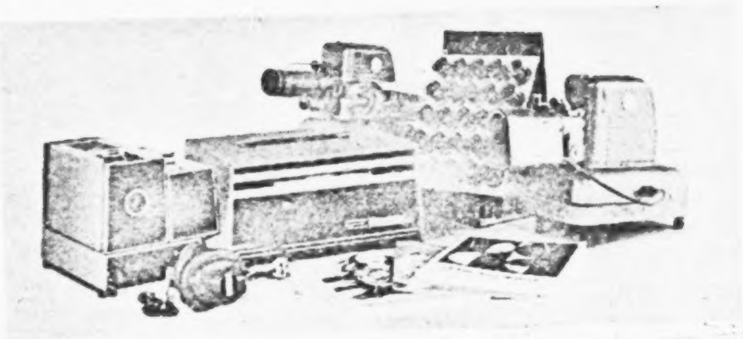
Not used to their potential. The teachers need instruction in how to make transparencies.

Teacher and students using tape recorder together.



Student using the tape recorder alone.





LEARNING 100 MULTI-MEDIA COMMUNICATION SKILLS SYSTEM (EDL).

Produced marvelous results. Reading comprehension, speed, word attack skills, and spelling show marked improvement after a few sessions. Helps hold adult interest longer, allows rapid learning.

My students seem motivated and thoroughly interested in their work.

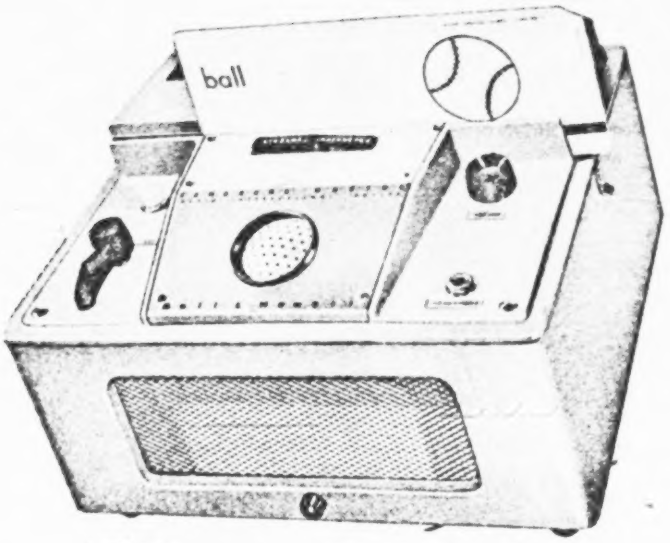
Some students are interested in reading things they never touched before. It improved word recognition and meanings as well as speeding up their reading. Material is job oriented and is concerned with work attitudes and the process of living in a working world the students seem to enjoy reading. Allows immediate success.

Very good results. After reading on the controlled reader and in the study guide book the students answer questions and summarize a story on the tape recorder. They enjoy it and it also gives the teacher a idea of whether or not they understood what they read.

Many students come in a half-hour early to start on the Aud-X. The majority of students enjoy the EDL equipment. This method builds better comprehension and more speed than any other method. It does need reinforcement in language skills, particularly in writing.

For Communication Arts, we are using the Adult Reader, BA Series and stories from They Served America. Flash-X is not very popular. Most cannot see the words and lose interest quickly. There is a considerable amount of progress from the dauly use of the Skill Builders.

We are using EDL Science D series to build vocabulary and knowledge infield while sharpening reading retention, reasoning, making outlines, summarizing, sorting opinions from fact, finding key sentences. It offers a change of pace.

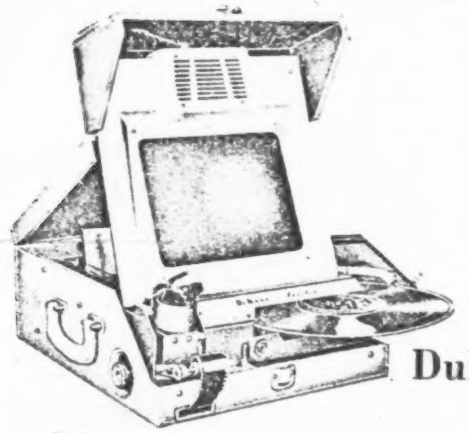


LANGUAGE MASTER

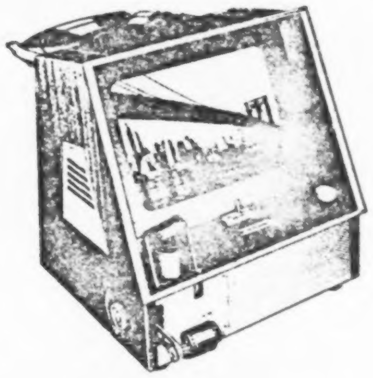
It has great potential for use in spelling and vocabulary.

Language Master has not gone over too well because many adults pronounce words poorly and they claim they do not like to hear the sound of their voice.

It is easier for a student to say the name of a letter and then the sound than it is to hear the sound and recognize the letter. Special cards should be made for the Language Master correlating picture with sounds.



DuKane Flip-Top

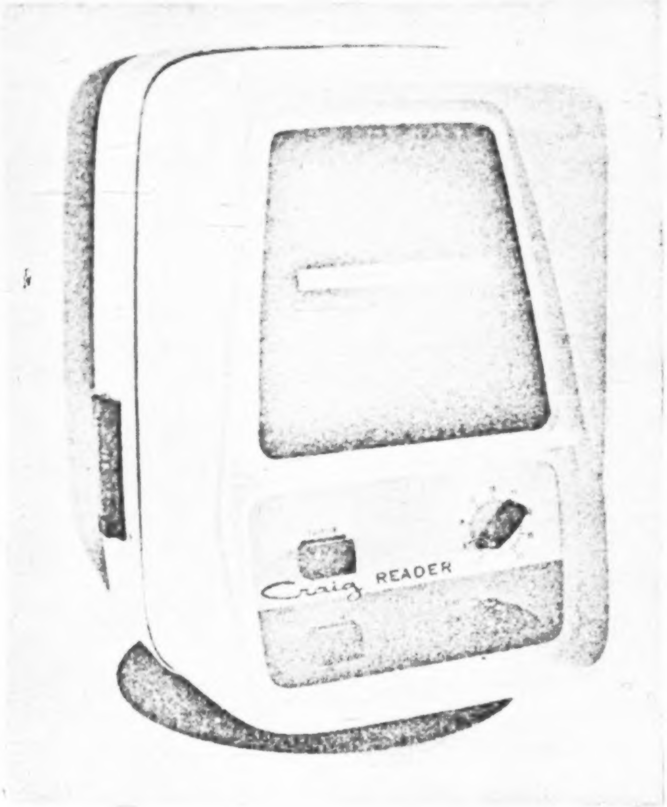


"AV-MATIC" SOUND FILMSTRIP PROJECTOR

DUKANE FILMSTRIP PROJECTOR.

The DuKane stimulates interest. It needs teacher-made supplementary material, however.

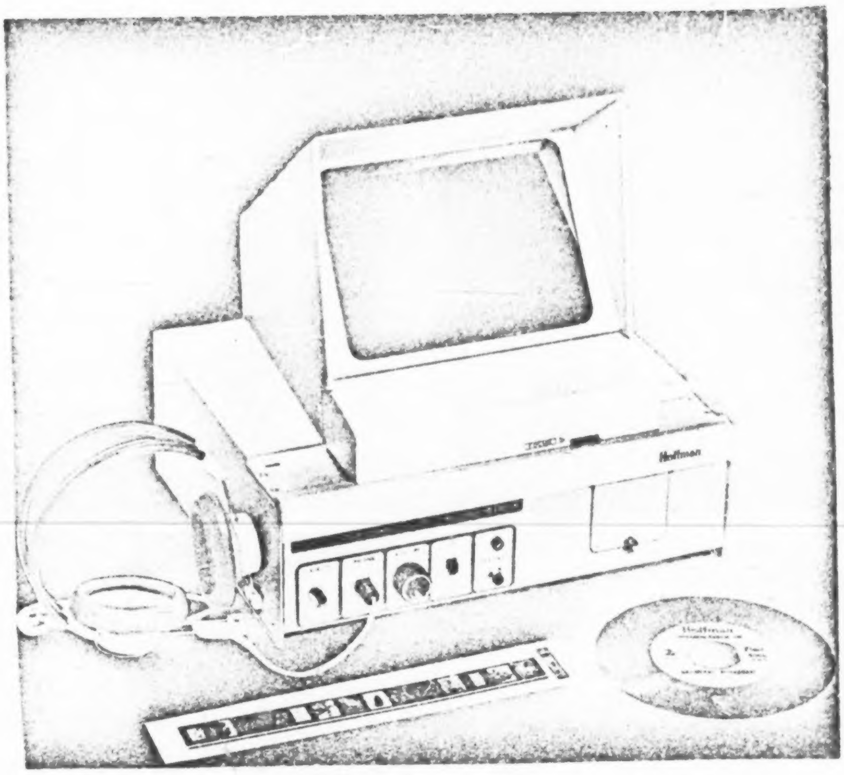
DuKane film strips are wonderful (in math). They work with number combinations individually and in groups of two or three. Groups make it a competitive game.



CRAIG READER

The Craig Reader is used daily, individually or in a group.

We are using it to increase comprehension and speed in reading.



HOFFMAN READER

The Hoffman stimulates interest.

It needs teacher-made supplementary materials.

The students enjoy Group 6 stories much more than Group 3 stories. No spelling was learned as a result of the lesson. The "Flashback on Facts" did not reveal reading comprehension. The lessons can be used to best advantage by using only the first of the four strips in each lesson supplemented with teacher-made material. The same results (in terms of student learning) could be achieved with an interesting 5-minute story on paper supplemented with teacher-made material.

SOFT WARE

Many soft ware items were tried out; only those that merited comment by Special Project teachers are listed below with accompanying remarks.

Programmed materials in general

> A person working with programmed math can easily "not see the forest for the trees." The programs really should introduce concepts first and then break them down into sequences or, conversely, present the concepts after the sequences have been presented. Programmed math materials can be used sometimes for the actual teaching of concepts to slow learners, depending on the book and the learner's reading ability. However, in most cases they are merely practice books, the concepts having to be presented by the teacher. Quick students learn faster by use of other materials for math practice than the programmed math books.
>
> All programmed material must be supplemented by "in-depth" material. A program, in most cases is only a skeleton.
>
> We used the programmed series but find they grow tired and bored in about 30 minutes and need a change.

Life Near and Far and the Go Books

Many accomplishments are made from these.

Cambridge Series, Arithmetic

This is a good series for mathematics.

Hauck's Fraction Series

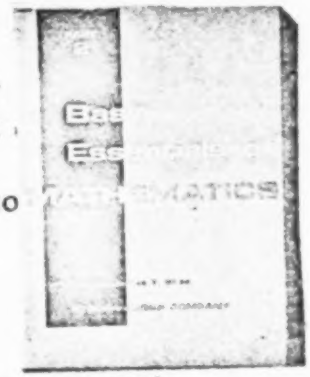
Is very thorough. Upon completion of Books I and II, learners should have a much better understanding of fractions than gotten from other programmed materials.

Is good for those students without an understanding of fractions and decimals.

Steck-Vaughn Basic Essentials of Mathematics

Very good for those students ho have an understanding of the processes involved.

Find good results, on the whole, through major use of the Basic Essentials. When the student hits a plateau, if he works out several pages of the Sullivan Programmed Math, he is ready to move on, as a rule.



McGraw Hill Programmed Math Books

Provide competency only in manipulating figures--cannot teach students to understand why they manipulate the figures in such a manner. Even the problem books which offer practical problems cannot be used successfully without a teacher's help. Programmed materials could be more useful if they showed in the problem books a step by step analysis of how to derive the answers.

Modern Reading Skill Text Series

This has been exceedinly popular. The adults like the stories and seem to enjoy correcting and keeping their own records. It is an excellent learning device.

I use this for higher level students.

Steck-Vaughn Working With Words and Working With Word Patterns

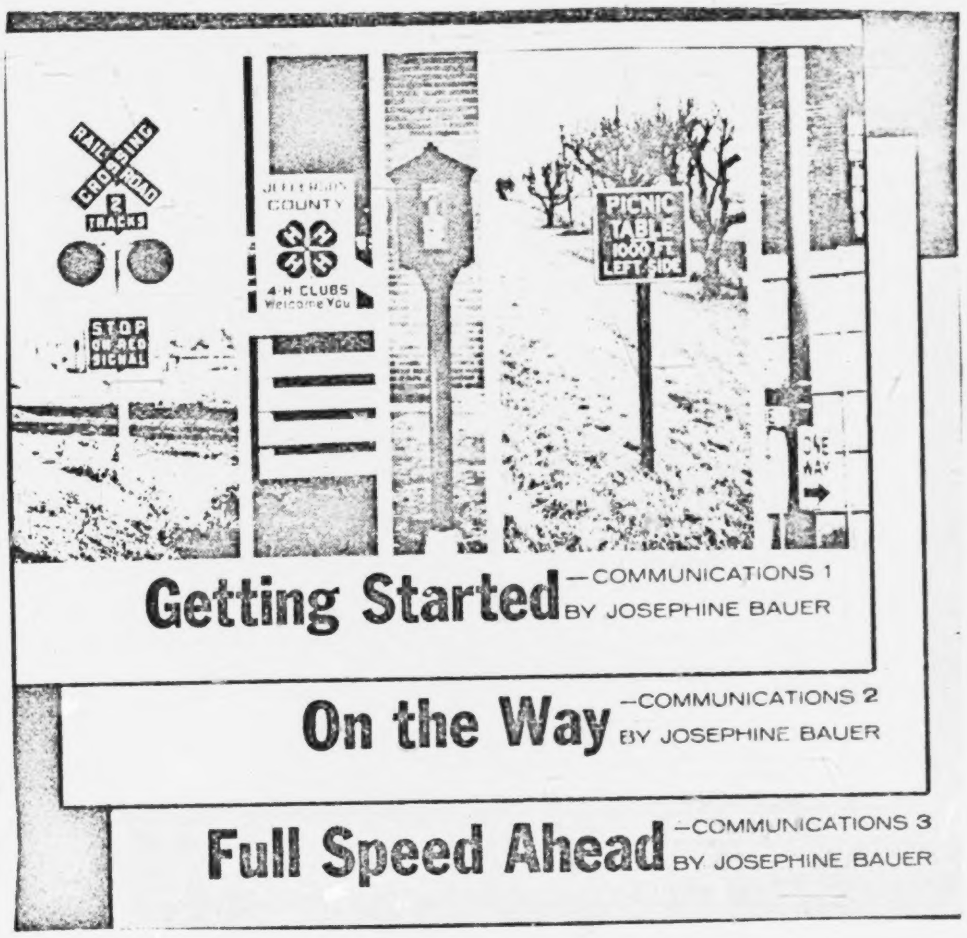
I was not too pleased with these, except to use as supplementary sight reading. They do not give enough practice to teach the letter combinations they purport to teach.

WORKING WITH WORDS
WORKING WITH WORD PATTERNS

Section III. Instruction

Follett's On the Way and Full Speed Ahead

Much better than Working With Words and Working With Word Patterns in teaching letter combinations.


RAILROAD CROSSING
2 TRACKS
STOP ON RED SIGNAL
JEFFERSON COUNTY
4-H CLUBS Welcome You
PICNIC TABLE 1000 FT. LEFT SIDE
ONE WAY
Getting Started —COMMUNICATIONS 1 BY JOSEPHINE BAUER
On the Way —COMMUNICATIONS 2 BY JOSEPHINE BAUER
Full Speed Ahead —COMMUNICATIONS 3 BY JOSEPHINE BAUER

Games

phonetic
QUIZMO
make one
QUIZMO
QUIZMO

Some students enjoy playing the games that teach things; a few do not. Although it usually requires two or more to play the game, one by himself can learn things just just by fooling around with them himself.

Quizmo, a mathematical game, was enjoyed by all my students.

Other materials

Many other items purchased or brought in by the staff do not fall under the heading of hard ware or soft ware. More details regarding their use are mentioned in the TECHNIQUES section.

Newspapers
Magazines
Catalogues
Maps, Atlases
Globes
Calendars
Measuring cups
Bulletin boards
Telephone directories
Encyclopedias
Dictionaries
World Almanac
Books, hard back
Books, paper back
Measuring spoons
Labels from products
Rulers
Protractors
Compasses
Pictures
Charts
Posters
Chalk boards
Felt boards

Charts were made that posed problems for the students to solve; the answers could be found by checking under a flap on the chart. (SEE Appendix C for several of these learning devices). They were posted here and there on walls, doors, and bulletin boards. Many other charts were posted from time to time, changed frequently, to provide incidental learning and to whet the student appetite for finding answers to questions.

Popular magazines such as Look, Jet and Ebony were available. Newsweek, Reader's Digest, and My Weekly Reader were also used in learning situations. One teacher searched for books and from a library "scrap" heap came up with four large-print, junior high level books with dates ranging from 1913-1939 that he was able to use in his classes.

> The search for reading material for members of the classes has been a source of frustration. I visited two local branches and found only one or two books that were meaningful for adults and yet written with a style and vocabulary within the range of a typical ABE student.

TECHNIQUES UNDER TEST

New techniques both to motivate students to continue attending until their educational goals were reached and to move students from level to level as rapidly as possible and with the greatest educational enrichment possible were assayed and repeatedly modified, discarded and/or adopted during the course of the first year of Special Project's operation. Some techniques reported by the teaching staff were designed to motivate, others to accelerate and enrich, but it was reported that many contributed both to student interest and student progress.

The Students.

It is almost a truism that technique differs with the type of student population, and it must differ even on an individual student basis. Therefore, the teacher must appraise her adult learners in order to hypothesize that these materials and these techniques should be tried in this case. A few generalizations are probably supportable along with the recognition that such statements are not true of all students in a given category.

> Older students don't need as much motivation. They have experienced the disappointment of not qualifying for jobs and have realized the need for academic skills. They are motivated to attend and learn, are able to cultivate the needed discipline of outside study and concentration.
>
> Extra preparation and planning are needed for the youth group. To them school is an unnecessary institution; jobs are insignificant, their peers are "workers of the street game" and bring in "mo' dough than the mayor." Many are cooperative; some are used to obeying people in authority, some take part but resent it, others openly rebel and are present only in a physical sense. Behavior and attitudes need to be taken into consideration. The young people are rebellious, energetic, curious about life, academically disinterested, impatient and inexperienced.
>
> Older students are sincerely interested in learning and consequently are no problem. The younger students have a tendency to know it all and can find no purpose for attending school--they cause a few discipline problems, but these are insolated cases and are caused by individuals who need extra attention.
>
> Several ideas have been considered to help the young group get into a learning grove:
> 1. Records (jazz) played during lunch periods by students.

2. Providing tables and chairs in upstairs hallway or card games, dominoes and checkers.
3. Contacting celebrities who come into the city and inviting them to visit and speak with the group.
4. Requesting permission to change teachers. Putting under-thirty teachers with NYC groups for experimental purposes.
5. Polling NYC group to ascertain wants and needs. Planning full session around their suggestions and incorporating as many ideas as possible into class sessions.

The first two weeks a new student attends class are considered orientation time. Easing into the study situation allows the student time to pick up forgotten skills and become adjusted to the schedule and the people with whom he is to be involved. Orientation is expected to accomplish the following goals:

- Acquaint people with the daily schedule
- Acquaint them with the facilities of the building
- Familiarize participants with the building and ground rules
- Give teachers and students an opportunity to get acquainted with each other
- Introduce the adult learner to study materials
- Refresh past learning
- Build up the attention span
- Give teachers an opportunity to recognize the student's needs
- Increase the student's confidence in himself
- Impart to the so-called "captive" students the understanding that coming to school was part of their job, that the employer was giving them this opportunity to learn, and that they had a need for more education.

The Teacher

Special Project's Head Teacher has pointed out that it takes a unique individual to have teaching-learning success with adult learners. It depends on the rapport she builds the first day her students meet her. An attitude of trust does not come easily to students who come to Special Project classes, and the teacher who inspires the adult learners' confidence has accomplished no mean feat.

Section III Instruction

The teachers need to have an interest in people, to be well qualified academically, to relate well to the hard core population, to exhibit patience, compassion, and a desire to help others, and have the ability to be creative relative to the learning experience.

How can teachers set a good tone for an effective learning situation?

Several approaches have been tried.

Teacher G: Our most interesting and effective results have been student-led classroom methods. It helps them understand their deficiencies and set about to remedy them. Even the slow students participate in this. The students are very good participants when the subject matter relates to them. When I explain that they are here to improve the skills necessary to help them increase their salary or to obtain a better job they work very well.

Teacher J is employing a free approach to learning. Students choose areas where they "think" they are weak; these areas of their choice are worked on and the teacher incorporates into these lessons other areas where he knows the skills are low. He makes clear his role as "helper" and has given the adult enrollees the responsibility to learn. Classroom procedures are informal. As a rule, students don't necessarily have to do what is planned for them at a particular time, but more or less what they want to do in the areas where they need help, with the understanding that all areas will have to be covered during a specified time. This plan has worked out fine so far. I appointed one of my best students to assist with a very slow student.

Teacher E: The most effective technique seems to be keeping my ears open to what the students want to do and giving them some time for oral participation. Students need materials that keep them involved, but offer some opportunity for success. They need individual help from the teacher, and students helping each other seem quite effective. The class is allowed to take part in classwork planning. A technique that has worked here has been to center the lessons around ideas and interests presented by the students.

Teacher H experimented with A. S. Neill's progressive approach to learning, appealing to the student's curiosity and spontaneous learning needs. This teacher has few books but has informed the students to bring in something or anything they want to work with. They gain a feeling of accomplishment and great anticipation of what they will bring next session. For a time after initiation of this approach in an Armchair class, attendance held at 90%.

Teacher A: I let the students browse through the books

> and choose several they would like to work in. Since many of the same skills are taught in these books, it doesn't matter which they choose, and they might as well be reading something they are interested in. (SEE Appendix C)
>
> When a time of little discernible improvement appears, **Teacher F** puts to advantage discussion under extremely informal circumstances to start ideas flowing and to encourage intellectual stimulation. Students who enjoy discussion and a free atmosphere seem to get good usage of studies, students who like a highly disciplined class-like situation enjoy direct assignment of home work. Teacher F uses a "let's help each other" approach a great deal. It is important to develop in the class an atmosphere of good group spirit, of mutual concern. Education must be rewarding, enjoyable and profitable experience for voluntarily participating adults (such as those in the Armchair classes and Programmed Learning Center.) (SEE Appendix C for a discussion of this orientation.)
>
> **Teacher B:** My greatest accomplishment so far is having created in some of the adults the desire to learn as preparation for job advancement. It is important to present well-planned units of study including a great deal of student planning and participation.
>
> **Teacher C** developed an outline or guide as a basis for student guidance. It does not hamper the implementation of the concept of individualized instruction designed to meet peculiar individual needs. We are not bound by the curriculum outline; deletions and additions are made to suit individual needs. (SEE Appendix C for the general outline used in Math.)

The Materials

How the teachers use the available materials and how they find, modify, or create new materials play a large part in the effectiveness of the learning situation for adult learners. These materials may include anything from machines to published soft ware to educational games to measuring spoons.

> Adults' interest is held longer and learning takes place more rapidly when they are actively involved. The EDL system provides this active involvement.

Section III. Instruction

Changing from one machine to another cuts down on boredom. It also allows students to experience immediate success.

The arrival of new materials and additional teaching-learning machines increases enthusiasm and interest among most of the students.

With most machines, when a student has figured it out he is no longer interested. But machines are most helpful with some people.

Software only reinforces;it does not teach.

There is a tendency on the part of trainees to grow bored much more quickly with the programmed math materials than they do with verbal, blackboard, etc. instruction.

To relieve a tendency toward boredom, we use such games as Scrabble, Monopoly, and Cross Numbers from time to time.

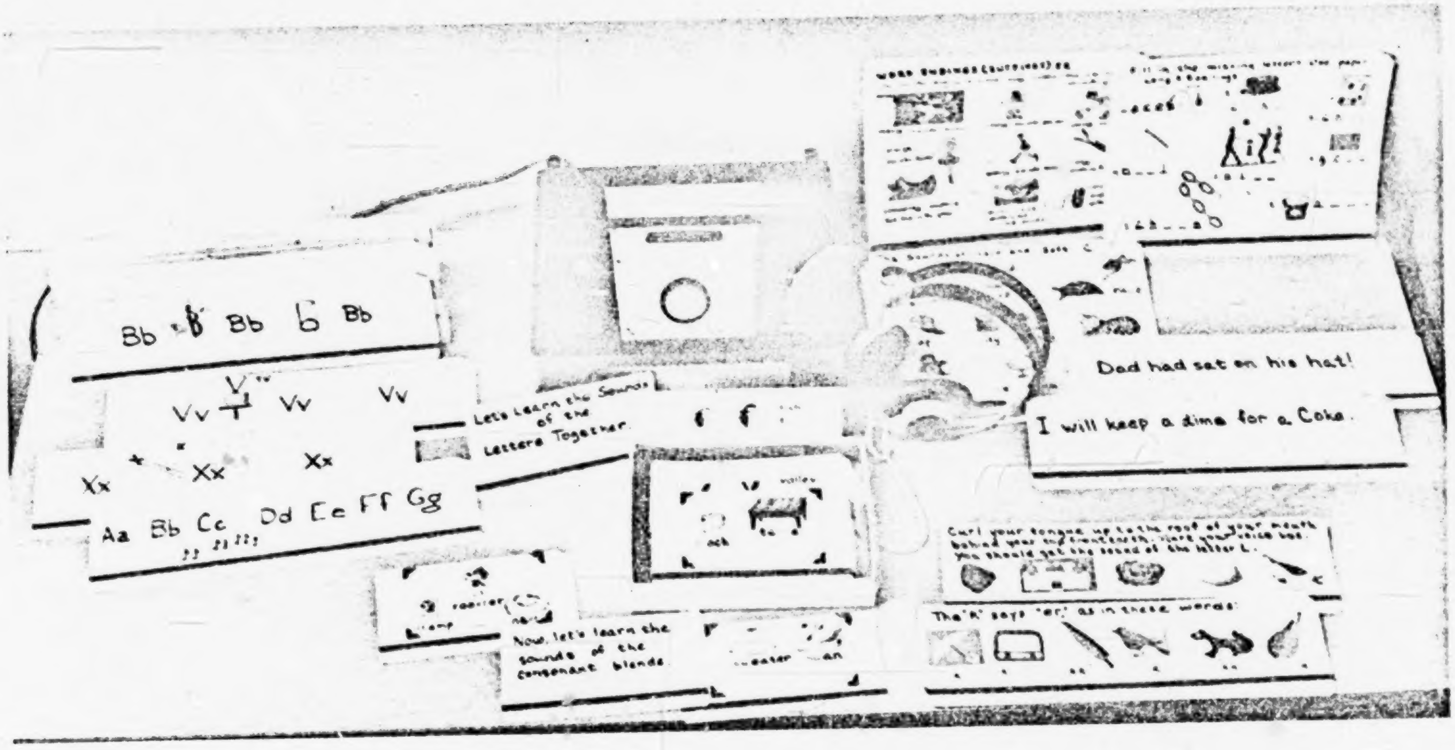
When the students were tuckered, we played a word game. From one word they made other words, not less than three letters and never using any letter more times than it appeared in the word. Some were words they could not recognize three months ago.

Today we did an exercise on recipes. Two students brought in cookbooks and from them we picked out a recipe for discussion. This revealed the students' ability to follow directions, to organize, and to comprehend.

We used a mail-order catalog in all areas of our curriculum, for reading comprehension, numerical skills, writing, and social living. It was received with great enthusiasm.

We use a daily newspaper, The Kansas City Star and Times, for areas of Communication Arts, Social Living, and Consumer Education. Students write on it, take it home to complete assignments or to share with the family. They read it aloud and/or make oral reports on various articles of interest. It has stimulated reading and improved reading skills and vocabulary. The open sharing of interesting facts replaces shyness,fear of mispronounced words, self-consciousness, and increases community, national and world consciousness.

Students "eat up" information on basic science (the earth, leaves, animals, weather) and they also like true stories about history.


Bb Bb Bb
Vv Vv Vv
Xx Xx Xx
Aa Bb Cc Dd Ee Ff Gg
Let's Learn the Sounds of the Letters Together
Now, let's learn the sounds of the consonant blends
Dad had set on his hat!
I will keep a dime for a Coke.

Special alphabet flashcards where the picture not only says the name of the letter, but has the letter within it, has accelerated the progress of one slow learner who learns by association. He also uses the Language Master cards with the flashcards clipped onto them when working alone; he can hear the name of the letter and see it at the same time.

Many of the materials above were created to assist one particular slow learner in learning to read, and to provide materials that he could use by himself without the help of the teacher. It was reported that they have been equally helpful with other adult non-and neo-readers. The method is given in more detail in Appendix C, and program entitled, "Program for Teaching Sam How to Read and Write."

Section III. Instruction

The students show a complete lack of interest in federal government; they have shown very little enthusiasm for the study of the earth, the solar system, etc.

One young man was asked to read the Missouri Constitution and report on it. On his own initiative, he drew a comprehensive diagram showing the inter-relationship between the various branches of the state government. (SEE Appendix C) It provoked numerous questions from class members, and a lively discussion ensued. A heated discussion followed the mention of Adam Clayton Powell regarding the question of the part self interest plays in the legislative process.

Money is an interesting subject in reading or mathematics.

Consumer Education and Social Living

The students enjoy experiences, stories or conversation that bring out useful information for their everyday living. I have used insurance agents, one from a mutual company and one from a privately owned corporation, on a couple of evenings for information or appropriate plans and selecting a company. Both evenings were profitable.

One class meeting was spent discussing, without formal materials, purchasing practices or wise and unwise spending. Feedback led me to believe it was a useful session.

I use magazine articles about money management, career opportunities, or the like. We participate as a group; try to get every class member to verbalize his opinion, insights, projections. Next the use of academic skills is demonstrated (usually math) and some sort of paper is written by the student, using the material covered. The class might 1) Discuss why people borrow money, 2) Figure how much should be borrowed, 3) Understand the meaning of a contract, 4) Encourage contribution of specific (non-embarrasing) examples, 5) Actually compile finance charges, 6) Compare financing homes, cars and appliances, and/or 7) Write ideas on how to avoid or improve conditions in this area (the instructor can always find something to praise here). In this discussion, the instructor gives direction but does not dominate.

Section III. Instruction

The newspaper is used in the areas of consumer education and social living at levels II and III. I use it as a primary material supplemented at intervals by BRL material, films and filmstrips.

Units II and III of You and Your Money (Steck-Vaughn Company) were put on tape. For each lesson, the students were given new words for study and exercises to complete. We also used a movie about buying food and filmstrips about proper foods, health and hygiene.

Mathematics

In explaining liquid measure to my Armchair class, I asked the hostess if she had anything in a pint bottle. She brought in a jar of Mrs. Butterworth's syrup. Here, on the label were also percentages, weight, and volume shown in two ways. After that, I also used Total Bran Flakes, Aunt Jemima's Pancake Mix, Carnation Instant Breakfast, Sego, Black Flag Insect Spray and many more labels. With men, I found it effective to introduce fractions and decimals in other ways than for women, by comparing the size of a fifth of liquor and a quart and by discussing gasoline which is sold in tenths.

I started out giving 15 minutes of record drill each day. Except for one person, the adults thought record drill was juvenile and dull. I then gave oral drills. Responses were slow, hesitant and wrong in many cases. I used quite a number of film strips and movies on fractions. Adult reaction was less than enthusiastic because of the juvenile orientation of the material.

We use measuring cups, measuring spoons, and labels of various products.

I find good results, on the whole, through major use of the Steck-Vaughn Basic Essentials of Mathematics. When the student hits a plateau, if he works out several pages of the Sullivan Programmed Math he is ready to move on, as a rule.

I use math flash cards along with the programmed text.

The programmed math books are being used along with supplementary materials. I sometimes use card games that involve counting.

I give my own pretest in different areas of math, partly to convince the student of his deficiency in areas in which he claims knowledge but actually needs help.

Section III. Instruction

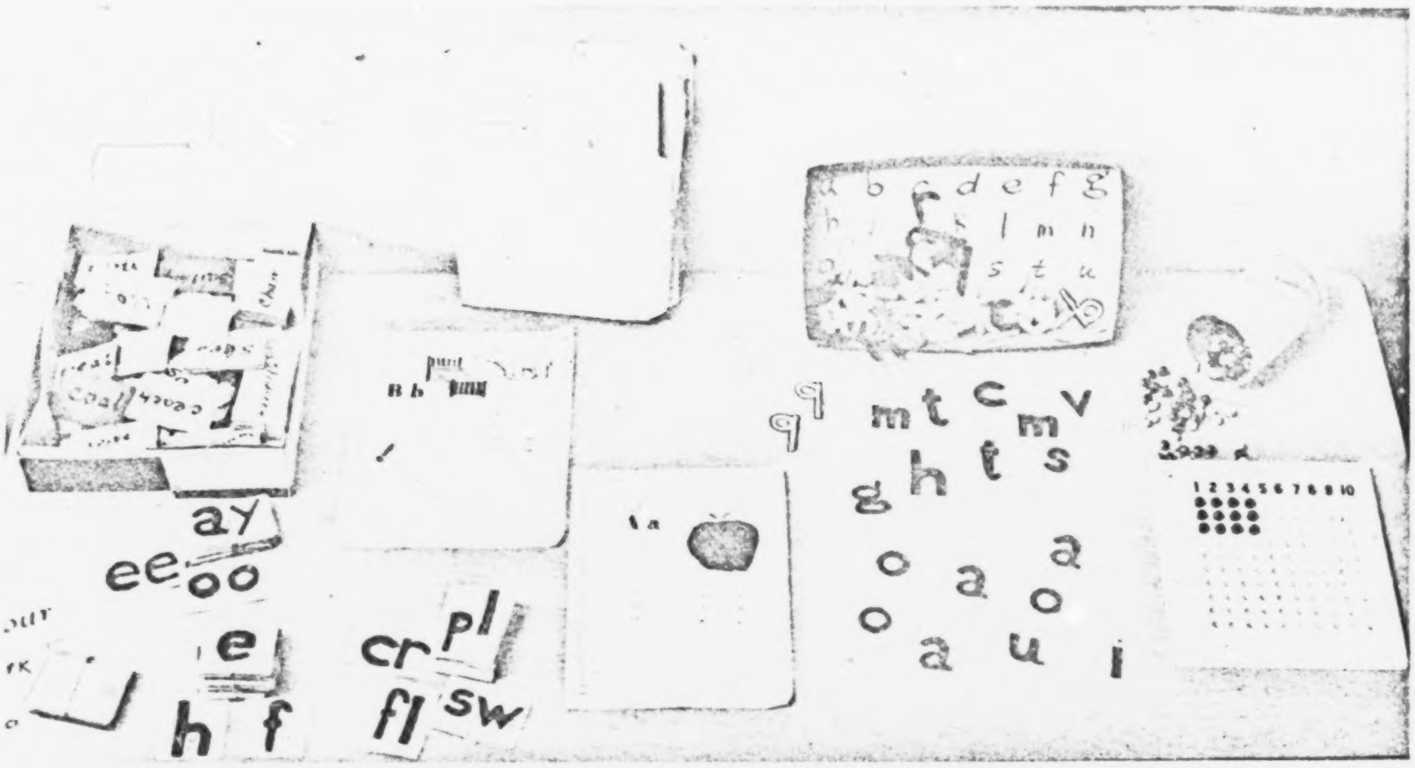
> I use "Make 1"--game for learning fractions, decimals percents.
>
> My teacher aide made up a Bingo game using addition, subtraction and multiplication. We made flash cards for multiplication.

Communications

By far the most extensive comment was made by teachers in the area of Reading and other language skills. This fact suggests that reading gives the teachers more concern than mathematics, consumer education, or social living skills; perhaps it is basic to the other skills as well.

> During one month, we concentrated on machines for reading comprehension and speed and word usage. The students need a great deal of drill in basic skills. They have the problem of making their knowledge functional; it should be done by broadening their experiences, which is extremely difficult under a one-day-a-week system. It apparently can be done only through direct supervision. The students cannot be depended upon to work successfully alone because their careless attitude toward language reasserts itself.
>
> Almost everybody in Levels I and II needs to study phonics, either for reading or spelling. I am making self-instructional tapes. For teaching an illiterate, it is much better to play the whole A,B,C game by ear than use any of the reading preparation books designed for this purpose. Find out what letters the student knows, if any, and from there proceed with letters in words that mean something to him--his name, address, children's names, etc. Use preparation books as the second step to reinforce the A.B.C's. Good here are suggestions from Adult Basic Education (Publication No. 134 G, 1967 revision put out by the Missouri State Board of Education).
>
> For word study I use the Tach-X machine. We play a game by flashing the word on the screen and the adults are to tell how many different ways this one word can be used. Many times it is necessary to look the word up in the dictionary because only one or two ways of using the word is known. Oral sentences are made using the word with its various meanings.
>
> We use the record player for "Listen" (EDL). True stories are recorded on records. Before the story is related, the

vocabulary is written on the board for study and for sentence usage. After listening to the story on a record, the adult is given a list of questions to answer. The class members are able to answer all the questions but are unable to relate the details of the story in logical sequence. The "Listen" program is so popular with the adults that adults from other classes frequently ask permission to come in and participate.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Teacher A created a number of teaching aides for the adult illiterate and neo-reader. Many aids were produced through modification of the Montessori method. They appear to be superb TEACHING TOOLS.

Section III. Instruction

Having group spelling and pronunciation exercises for at least the first hour of class has proved most effective. Hearing errors made by classmates makes students more aware and alert. Teacher-made exercises proved more rewarding than texts for grammar and reading. I feel that many students now have difficulty in reading and understanding exercises in the texts because they are unable to understand exactly what they are supposed to do. We discuss magazine articles in health and nutrition, underlining words or passages the students did not understand or could not pronounce.

A neo-reader in my class has been using the EDL Controlled Reader. It has proved quite effective.

The Controlled Reader gets very good results. After reading on the controlled reader and in the study guide book the students answer questions and summarize a story on the tape recorder. They enjoy it and also it gives the teacher an idea of whether or not they understood what they read. I emphasize subject and verb agreement from the stories told on the tape recorder.

We concentrated on Negro History and Black Organizations. One student made a notebook of famous Negroes, searching through magazines for pictures (SEE Appendix C). Her report is full of grammatical errors, which I pointed out to her and praised her for her interest and effort. Social studies students made reports from the book, Famous Negroes. Group discussions were held on the Black Panthers and Soul, Inc. organizations. The students reacted for and against the platform to release all Negro prisoners from U. S. jails. One student, the secretary of Soul, Inc. discussed the origin and development of the organization.

Four students dramatized the role of four characters in a story, a fifth acted as announcer. The production was far from perfect, but the participants were thrilled and felt that they had actually accomplished something. The play was taped and played back to the class. One performer suggested that we write an original play and produce it.

Section III. Instruction

Short vowel sounds are harder to learn than long vowel sounds.

We have read biographies of Marian Anderson, Thurgood Marshall, Daniel Boone, and Jesse Owens. We also use GO series stories and Modern Reader stories.

During homeroom time we are reading together Learning Tree by Gordon Parks. Each adult reads several paragraphs aloud, then passes it on to the next adult. The interest is intense. The fifteen minutes passes too quickly for the satisfaction of the class members. Two students have said they plan to purchase the book.

We build reading skills through books and articles dealing with health, science, social subjects, etc.

Poor readers are encouraged by using the AR series (EDL). We take word study from current events and all reading materials, including word problems in mathematics.

During Observance of Negro History, we read biographies from Famous Negro Americans. The entire SVE series on Leading American Negroes was shown. The bulletin boards were used for "The Black Gift"; for the first time, everyone was interested in something there.

Greater attention has been given to pronunciation to help the spelling of common words, especially for those who tend to spell phonetically as many do; if a word is said incorrectly, it will be misspelled.

For spelling, I had an adult take the place of the teacher and conduct the class in a spelling bee. A student had to drop to the end of the line if he missed a word. The winner was awarded a coke. It generated a considerable amount of enthusiasm.

Short 10-minute tapes are more suitable for use in the language area than longer tapes. Level I people can be handled effectively if tapes are made or bought and adequate material is made for the Language Master. Students might not mind helping to make their own material if they could learn something in the process.

Since receiving the new EDL equipment this month I have been conducting a reading laboratory. In this program students from the other rooms come to me for special help in the communication arts. Besides using the Aud X, Tach X, Controlled Reader, and Go, I try to give them extra lessons in English and penmanship. So far this plan has been quite successful. We can accomplish more and faster than by previous methods. The majority of the people at my level are working very well. However, I still could use something on this equipment for the non-reader. It would give them a change. They see others using the equipment and wonder why they can't. I also have some high school graduates who need reading comprehension and word skills.

I have found these to stimulate interest and accelerate learnings: individualized spelling lessons on the Language Master; alphabet cards; Password game; Dolch list of basic sight words to determine reading vocabulary and spelling lists; blend cards that teach the sound of the blends; phonic wheels for learning blends and diphthongs. Phonics tapes act as teacher substitute.

A number of books have been collected for a library. They will be catalogued, using the Dewey Decimal System. A library area could be open during lunch hour and afternoon break; books checked out for a week. I would like to get some furniture donoted, have a coffee urn, and have an aide or volunteer to supervise this area. The market is practically void in high interest-low reading level books for adults. Some of the books collected use so-called "gutter language." Readers have been asked to note these terms and think of standard words to express the same thought, the aim being to reduce the sub-standard expressions frequently used by the student population with their peer groups.

SPECIAL TECHNIQUES

Differentiation Scheduling

In the fourth month of Special Project operation, the Instruction Department experimented with departmentalization at Carver School. Each student spent a half hour at the beginning of the day, and a half hour at the end, with his "homeroom" teacher. Those adults with poor communication skills then moved to the Reading Laboratory to work primarily in this area until they could function at a higher level; at that time they were placed in a more advanced Language Workshop for further emphasis in communications. Students with poor math skills were placed in Math Lab A until they had mastered skills sufficient to allow their entrance to Math Lab B. Primary emphasis was on the area needing the most improvement; other areas became secondary, but were not neglected. Each teacher was given a set of goals for his department to accomplish.

LANGUAGE WORKSHOP

Comprehension

Science

General Info. books

Magazines

Vocabulary (Gen, Sci, Soc. Stud.)

Spelling

Language

Punctuation

Capitalization

Word Usage

Speaking

Writing

Listening

READING LABORATORY

Word Attack Skills

1. sounds
2. syllabication

Word Recognition exercises

a. Flash-X

Vocabulary (General)

1. understands synonymns, antonyms and homonyms

Spelling (level II)

a. Flash-X

Reading (0-4)

Language

1. punctuation
    a. period
    b. question mark
2. capitalization
    a. First letter of sentence
    b. Specific name of person, place or thing.

General and Special information

1. films
2. film strips
3. records
4. transparencies
5. tapes
6. "Go" magazine B.A.-C.A.

MATHEMATICS LABORATORY A

* Maintain reading level

a. Exercises to increase speed

b. Exercises to increase comprehension

**c. Increase vocabulary

1. synonyms
2. antonyms
3. homonyms
4. suffixes
5. prefixes
6. root words

Reading

1. pleasure
2. information
3. inferences
4. opinion of author

Speaking

1. group discussions
   geared toward student's interest

Math

Addition	concept, computation
Subtraction	problem solving
Multiplication	same as above
Division	(drill, drill, drill)
Fractions	all skills
Measurements	

* reading material in areas of science (health), consumer education, history, geography, E.D.L. Kits, controlled reader material and miscellaneous reading material

**General, science, and mathematics vocabulary
(Use words which comes up in any printed material. Make student responsible for finding words. Insist on student keeping notebook of new words, definition and a sentence using words)

MATHEMATICS LABORATORY B

* Maintain reading level

- a. Exercises to increase speed
- b. Exercises to increase comprehension
- **c. Increase vocabulary
    1. synonyms
    2. antonyms
    3. homonyms
    4. suffixes
    5. prefixes
    6. root words

Reading

1. pleasure
2. information
3. inferences
4. opinion of author

Speaking

1. group discussions

geared toward student's interest

Math

Common and mixed fraction	review, review
Measurement	
Decimal fractions	
Per cents	concept
Geometric figures and measures	computation
Basic understanding of symbols and simple equations	problem solving

After a time teachers reported certain difficulties that became apparent with the schedule as it was initiated:

> 30 minute beginning and ending periods prove to be awkard. There is too little time to become truly involved. We have tried free reading of current material or discussion of current topics which are usually spontaneous. The last half hour the student may "do his own bit". Showing sound filmstrips helps; the students can look and listen without exerting themselves at the end of the day. We have seen the Negro History series and the SVE series on "Drugs in Our Society."
>
> Very little is accomplished during the first period.
>
> We find a major difficulty in the intensive pursuit of one subject to be overly fatiguing to the student. We are determined to try more time on the secondary subjects and less on the primary, and more variety of methods and activities utilized in presentations. Perhaps we could have one math group in the mornings and a different one in the afternoons.

A new schedule was tried after a four-month trial of the one described above. Each student would receive intensive work in Communication Arts for a half day, and in Numerical Skills for a half day. There was no opening or closing period; role was taken outside the door by aides. This system has not operated long enough to have a fair trial, but some comments have been forthcoming.

> The students fussed about the new schedule the first two days, but by the end of the week they had adjusted and stated they like it very well. They enjoy working with audio visual aids and are aware they have improved.
>
> With a half day of Communication Arts and a half day in Math, people seem to be motivated and better satisfied, with less tendency to be sleepy and inattentive.
>
> We like the new schedule better, but adults work so slowly there is not enough time to cover lessons as planned; they forget from one week to another. To have time to see each adult and time to get their papers corrected, I need a very capable teacher's aide.

Social Security Unit

A comprehensive unit on Social Security was worked out by one teacher with the assistance of the director of the Regional Social Security office and another Special Project teacher. It was the main project for a month. They had a complete display of social security literature, posters, cards and movies. One movie called Silver Dollar City had just been made recently and was to be shown by only the local TV stations. Other movies included Samuel and Social Security, The Joey Bishop Show, You and Medicare, and The Quest for Social Security. (SEE Appendix C)

After the first movie, a talk on the history and benefits of Social Security was given by the Social Security representative. Time permitted questions and answers, and filling out applications for a social security number ty those adults who had lost their cards or had never received one. Each day the group selected a leader, a secretary, a librarian and a monitor. They decided the way they wanted to present the information they had learned. One group presented a panel discussion. They decided what each member of the panel would discuss. All the ABE classes at Carver were invited to hear the panel and ask questions. The group was so interested in the program that they sacrificed their lunch hour to work out the details of the panel discussion.

The second session consisted of teacher-made review questions which the adults were asked to answer. A photographer from the social security office took a picture of the class that presented the panel discussion. The Social Security representative took a copy of all the review teacher-made questions on social security to include in his report of his class visit to Social Security headquarters. Throughout the month, the students (all one-day-a-week-students) were "remarkably responsive and interested."

The Social Security lesson was followed by a lesson on etiquette. This included group discussions on table manners, dinner parties, proper dress, proper speech and what makes a good dinner party. This was climaxed by a lunch at the Gold Buffet paid for by an anonymous donor.

Job Clinic

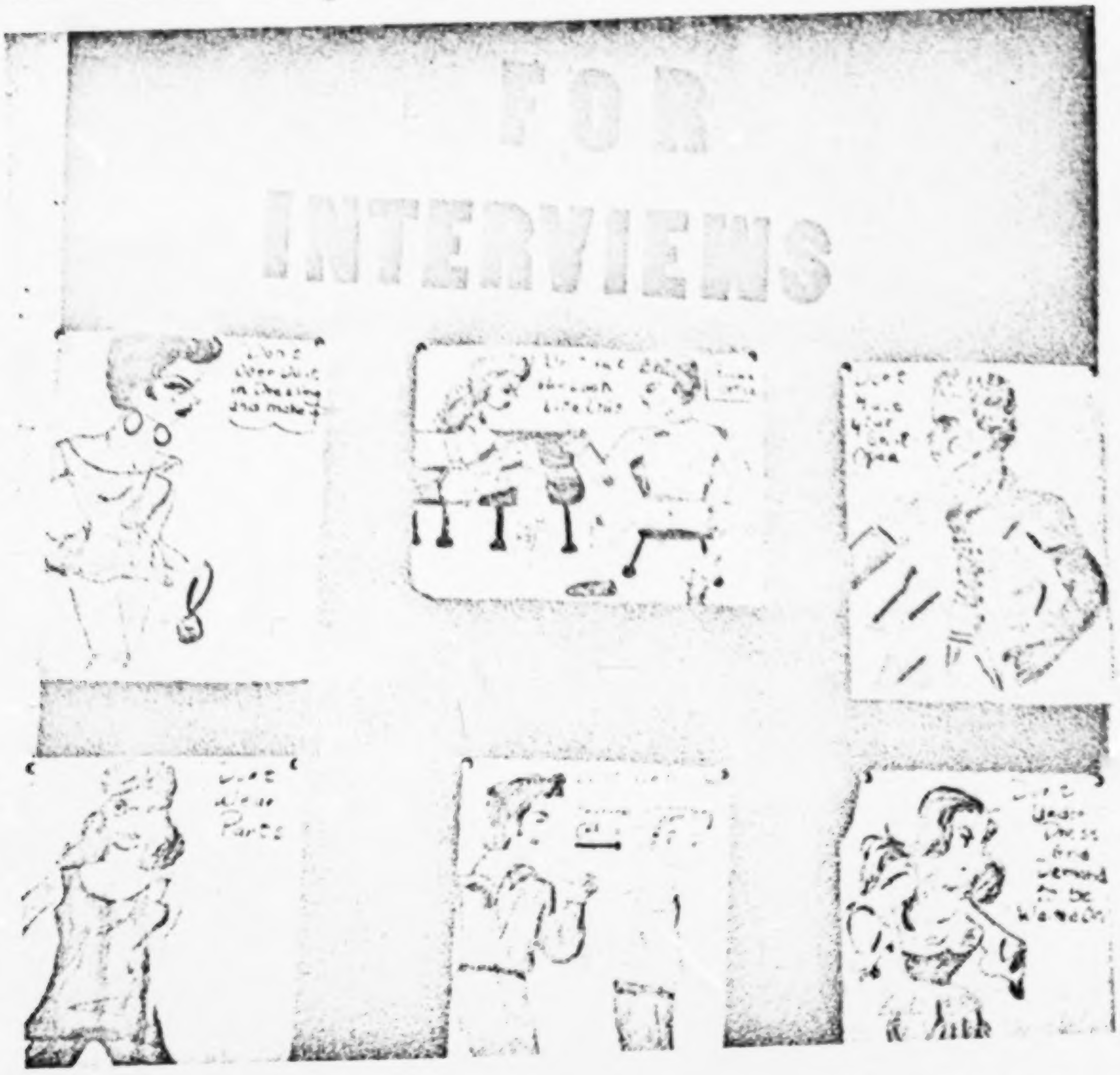
A Job Clinic was planned to increase student familiarity with the world of work, and to help the students see the relationship between a good education and a good job.(SEE Appendix C)

At the beginning session, Mr. Pemberton, Industrial Director of the Urban League, covered areas where jobs are most available, and the education and/or educational training required.

He explained that men can earn nice salaries with only an eighth grade education, if they have strong backs. He emphasized the need for G.E.D. or a high school diploma as a "door opener" for desirable jobs. He was enthusiastically received.

Mr. Hess from the State Employment Security office was the only other speaker. He spoke on filing applications for jobs. A tape recording was made of his speech to play to other groups. Mr. Pemberton's speech was taped, also.

The teacher and aides made attractive bulletins with job application sheets. A student made a poster which listed the "don'ts" for job interviews.



Some of the students told about their jobs. Many of them are interesting, but a few students feel they are not accomplishing anything. We had a vocabulary study of words used in employment. Students wrote a paragraph or paragraphs on the Job Clinic for language study. (SEE Appendix C for two examples)

The presentation of the Job Clinic suffered because of too many interruptions. Some sessions had to be postponed because of the testing scheduled, and some speakers had to be cancelled.

The climax to the Job Clinic was a field trip to the TWA plant. The students were shown operations and exposed to the various jobs performed in maintaining aircraft. One point of interest was the female mechanics. Students boarded a large plane and were shown the cockpit. TWA has offered to repeat the tour bi-annually, with the possibility of a short flight on future tours. The Kansas City Star ran a photograph of this activity.

Driver's Licenses

A fourth of my students desire to get their driver's licenses in the immediate future. To some it is vital to educational and/or vocational advancement. An arrangement was made with a driver education instructor to tutor those students who wished to get their licenses. Follett's "Understanding the Automobile" is being supplemented now with the " Missouri Driver's Guide."

Unit of Voting

A teacher-made programmed unit on voting modified to Level 1+ reading level was constructed by a Special Project teacher. (SEE Appendix C) The Voting Board cooperated by making available a minature voting machine as an aide to learning the mechanics of voting.

Family Planning

A social living series on sex education and family planning was presented in several of the classes. This was made possible with the assistance of a nurse and helper from the Kansas City Planned Parenthood Association provided through the Human Resources Corporation.

Teacher-Created Materials

A good many materials were developed by the Special Project teachers, examples of which may be found in Appendix C. They include such things as a program for using the dictionary to improve spelling and a reading lesson for Level I.

Section III. Instruction

PROBLEMS

The inevitable problems that arise in efforts to make education palatable to adult learners presented a considerable challenge to the ingenuity of the Special Project staff. The instructional staff has reported on a number of puzzlers and on their attempts to resolve them.

Student Attitudes

> A certain amount of fear seems to be present, fear of the unknown, or because of previous academic failures, or lack of confidence, or because the student feels he is just too old to learn.
>
> People come with an aversion to school. Some of their abilities are so poor that I find myself marvelling at how they exist.
>
> A few are downright bitter about being sent to school, but all seem willing to do the work.
>
> Students want to learn things that are practical right now. They want instant success.
>
> There is a constant need to keep practical applications of ABE in the student's mind.
>
> So many of the learners have an idea that they can get their equivalency in Five Easy Lessons. I think this partially accounts for the lack of interest, especially in those who come once weekly.
>
> Many of the adults are young, aggressive know-it-alls.
>
> We have all types, including the ones needing a bath to the ones with crawling creatures and the ones who steal.
>
> There is some verbal abuse of the teachers. The teacher must go all out to keep her pupils in school. The only logical approach to the problem is to take it all as impersonally as possible and not become offended.
>
> The students sometimes have difficulty staying awake. When this happens, I encourage more audio-visual work.

Why students don't test out satisfactorily:
1. Basically a problem of carelessness
2. Short memory span
3. Preferential interest in another subject
4. Disinclination by student to view good language usage as important to them.

Learning Problems

The majority of adults need reading comprehension and numerical skills. Many read words beautifully, but without comprehension.

Most students don't know all their basic math tables even when they test at fifth or sixth grade level in math.

Have experienced some frustration in attempting to teach the proper use of commas without some background in or mentioning sentence parts and structure.

Students have difficulty solving problems two different ways, for instance, solving a problem by using an equation as well as the procedure given. I prefer the students to solve problems the way they can best work them. They all tend to use equations, which will probably hinder them in working word problems.

Many learning difficulties are brought to the attention of the Head Teacher. Most, as reported by her, have been similar to the following:

1. We have been over fractions each session and Mrs. _________ still does not have the concept. Can you suggest another method?

   I will normally ask the age group, personality type and then make suggestions from that, such as: Have you used concrete examples to show fractions? Have you tried breaking up a dollar into fractions? (SEE Appendix C)

2. Mr. ____________ just cannot be motivated to participate. He sees no need to learn to read better. What do you suggest?

   Oftimes I will ask the teacher to sacrifice a few minutes from the busy classroom to sit down and talk with him. Go downstairs and have a smoke or soft drink with him. Find out what his aspirations are. Tell him you have some materials he would enjoy reading or looking through. Share an experience you have had where you felt the same way he does. In talking, please do not flinch at his four-letter vocabulary. Try to talk his language if it is not forced. I know this suggestion has great merit; but as I mentioned, time is a negative factor in doing this with all our students who feel like Mr.______. This would be a special case.

3. I don't have enough material.

We both know the shortage of Level I materials, but let's see what we have in the other levels. We find adequate reading and math materials, because everyone does not need to work on the same thing. Give your Level I group a small reasoning task which they must formulate in their minds and relate to you in a few minutes. During this time introduce your lesson to other individuals or small groups. Work around to see that each one understands his program; then go to your Level I group. At this time, it is best to use either programmed material or dittoed sheets which stimulate, reinforce, test and lend immediate confirmation to the learner.

4. I find it difficult to follow lesson plans. I make all these elaborate plans but they fall apart during the course of the day.

My reply is "Good!" All you need is a basic plan; otherwise you find yourself too rigid. Our program is to be flexible. If the atmospheric conditions are not conducive to a reading lesson, do something else. If the students show interest in some issue, take up from there and create a lesson from it. You must remain sensitive to the students' moods; a rigid plan cannot and should not be followed.

However, I would suggest making individual lesson plans for your students. Use the diagnostic test to discover needs, write out a plan to correct the deficiencies, books (with page numbers) to work in, machines and materials. Set this up on a daily or weekly basis and guide the individual along these lines. It is good to set up goals or subgoals with him. Let him see what he needs and how he can arrive there.

Class Size

In the home situation an instructor cannot work with as many people as he can in the classroom. "Armchair Classes" is a misnomer; it should be "Dining Room Table Education." There is a limit to the number of people who can work around an average table. Those seated in chairs, at other tables, in other rooms feel left out even when the instructor emphasizes individual work.

A class of seven students seems ideal in a classroom. Can give more help to each adult, and they seem enthusiastic and more attentive.

Number of Hours in Class

Armchair classes on consecutive days is not good. Retention of material is considerably lower after six days have passed. A wrong procedure or method goes six days without being corrected, causing much re-working and un-learning of problems. Also, an employed person has little or no time for preparation or practice if classes are held on consecutive days; it interrupts shopping, housework, etc., and attention span and motivation seem lower the second session.

It is more efficient from the learning standpoint if a Level I student will come one hour, four times a week, than four hours, once a week.

It is difficult to maintain motivation and learning momentum with one-day-a-week students as compared with five-day-a-week students. Of the former, many find it difficult to relate well to a learning atmosphere. There is also a problem of retention from week to week. A significant period of time is required to "review" processes learned the prior week before trying to build something new on the old foundation.

Cumulative results of some of the program is nil with some of the adults, due to the limitations of the one-day-per-week schedule. Others do show a growing awareness of the difference between good and bad English. In many instances, the absence of a week from the classroom dissipates learning that occurred the previous week.

It is difficult to give enough to the one-day-a-week people. They do what I ask them to do, but never get into it enough to become really involved...I think I could do more with two half days each week.

Especially with those who come once weekly, I think the lack of interest is partially accounted for by the fact that so many of the learners have an idea that they can get their equivalency in Five Easy Lessons.

Materials

Some material suitable for the average person is misleading to members of the target population. Some of the students do not sound their letters in the standard manner. The teacher must select with great care the pictures with which the student associates the sound. Even after the student sounds out a word he may not associate it with the word he already knows orally by a different pronunciation.

The search for reading materials for members of the Armchair classes has been frustrating. Libraries have few books that are meaningful for adults and yet written with a style and a vocabulary within the range of the typical ABE student. Perhaps we need a mini-branch library at an adult education center.

There is a lack of appropriate adult oriented material for Levels I and II.

There is a paucity of printed material for the non-reader and new reader.

Homework

Only a few ask for homework. Others take it reluctantly and return with excuses as to why it wasn't done.

I am unable to make learners realize how helpful it is to do some homework.

Homework is neglected consistently. The invariable answer is that they left it at home.

Discipline

The youthful group at Carver, which is somewhat in the majority, made it necessary to have a full-time matron on duty to curb some of the undesirable behavior that was taking place.

The drinking problem has been solved by the matron, but there is some drinking outside the building.

Should students be removed from the school when they bother other students? The population we work with could hardly be expected to hold to the ideal standards of conduct.

Try to keep alcoholics out of Armchair classes with deeply religious class members. At first sign of drinking, contact the group member before the class meets again. The recruiter or counselor should contact him. Many people cannot be the losers for the sake of one.

Physical facilities

Insurance regulations prevented the students from smoking in Carver any place but one restricted area in the basement, two floors down from the classrooms. Permission was finally given to eat in the classroom, but the students preferred to eat where they could smoke.

There is no water cooler at Carver on the floor where the classrooms are.

Tardiness

Absenteeism is not much of a problem as tardiness and leaving early.

More time than necessary is taken at break time. Students are always late back to class.

The students take extended breaks. They say the heat puts them to sleep or makes them unable to work. It is cooler in the basement.

I gave a nickel, candy bar or something to the first student to come in each morning. Once a week I gave a dime or equivalent. We didn't tell the students why, but waited for them to catch on. It was fun and worked rather well.

Absenteeism

Progress is slow with poor attendance.

Some students were pulled out for jobs, then came back in two or three weeks, showing what appeared to be an erratic attendance pattern.

Armchair attendance is usually better on Tuesday than Thursday, for some reason.

We are dealing with people responsible for themselves and others. Illness or special needs of their children, and illness of their parents or other special adult responsibilities are the cause of many absences.

Lack of efficient bus transportation, money for fare, and lack of funds for child care keep many people from attending classes even when the classes are free.

The teachers have mentioned several other excuses or reasons given for absences:

Family illnesses
Babysitter problems
The heat
Lack of a water cooler
Lack of space (armchair class)
Not enough books
Some women won't come to the PLC at night
Noise from the Boys' Club downstairs
Buses don't run often enough
Stipend from agency doesn't cover transportation and extra expenses involved in going to school
Out of school children need care
Tired, and just don't feel like attending
Seasonal illness
Had to work
Winter weather
Lack of funds

Adults must deal with a multitude of problems outside the classrooms. However, I wonder about their sincerity of purpose in attending school. They may be more interested in the stipend they receive than in real preparation for a job. Or else they lack any concept of the effort required to obtain knowledge. If work is involved, they are not really interested. Some of the trainees, however, show enthusiasm and growth.

When one of the coordinating agencies cracked down on their clients, it had a positive effect on attendance.

I had my best results when an aide called all those who were not in class by 9:00 o'clock. We always had at least one person come back to class after being called. Sending a postal card to the absent ones helped, but you have to make sure you have the correct address and phone number; many gave wrong numbers when they signed in.

My group was tested to motivate better attendance; I feel it will give them a picture of their progress. It helps them to see the correlation between attendance and progress. The head teacher has had conferences with the tested students to give them a thorough understanding of what the test exhibits.

A newsletter to group members might stimulate interest and attendance.

Students need new goals and new rewards along the way, perhaps a letter from the Head Teacher or Project Administrator; or an awards ceremony with certificates; or a reception and open house. Armchair hostesses and secretaries should be rewarded.

TEACHER TRAINING

Workshops

All teachers in the Special Project hold ABE teaching certificates, having attended ABE workshops and qualified for certification by the State of Missouri. In July of 1968 an ABE workshop held in Jefferson City, Missouri was attended by all instructional staff teaching initial Special Project classes. Three additional teachers were certified after attending a two-week workshop at the University of Missouri in Kansas City in the summer of 1968.

A three-day workshop commenced at the end of February which was planned and produced by Special Project's Head Teacher under the sponsorship of the University of Missouri at Kansas City. All of the Special Project teachers attended, full time and part-time, including MDTA teachers and Instructional Coordinator. Both ABE and GED teachers from the General AE program of the Kansas City, Missouri School District attended, and a few teachers in the North Kansas City adult education program.

Three teachers attended an evening workshop at UMKC in the area of human relations. Coordinated by New Careers, it was designed to insure good working relations between teachers and para-professionals. The latter participated in a similar but separate sensitivity workshop.

A three-day Sensitivity Workshop planned cooperatively by Special Project and UMKC's Adult Basic Education Specialist was held at UMKC with both Special Project and School District General AE Program teachers participating, as well as some administrative staff. The purpose of the workshop was to promote interpersonal relations and to cultivate teacher qualities that promote rapport and help them to become more sensitive to student's needs. An evaluation of the workshop was made by the ABE Specialist at UMKC in a letter to the Head Teacher. (SEE Appendix C)

Teacher Orientation

All teachers in the Special Project received a minimum of one to two days' orientation and preparation, and some as much as three weeks. Several activities took place at this time:

Class schedules were tentatively planned
Exposure to and familiarization with curricula

Instruction in proper use and operation of audio-visual equipment
Emphasis on individualized instruction.

Visits were scheduled to two elementary classrooms that employed the latest techniques and use of modern equipment. The new methods of teaching were observed, including team teaching, and some ideas were adopted, with modifications for adult instruction.

On-Going Training and Supervision

Staff meetings were held to bring the teachers together to discuss problems and work out solutions. Ideas, techniques, and materials were presented here at times as well as in frequent contact with the Head Teacher. The Carver teachers spent a day with the MDTA teachers exchanging ideas and techniques and learning operation of teaching machines in use at the MDTA facility. The MDTA staff toured the Programmed Learning Center and again met jointly with the Carver staff.

Teachers all but exhausted available resource agencies in the area: Social Security Office, Public Health Service, U. S. Post Office, Model Cities Office, schools, public libraries, audio-visual service, voting information facilities, and vocational schools.

In the teacher's lounge both hard and soft materials were set up so that teachers during breaks and preparation time could stay abreast of materials and further develop skills in the use of teaching tools. Film previewing could be done in the lounge, also.

The Head Teacher has emphasized the need for:
    Stress on group discussion periods

Life situation problems
Critical word usage
Awareness of self and environment
Ways to cope in society

Standards set for teachers included the following:

1. Adult classes are informal and should have a home atmosphere and not resemble the conventional classrooms from which most of our people dropped out (either mentally or physically).
2. Individualized instruction, designed to meet the needs of the adult learner is stressed by the teacher-training program. This means that ten people should be active throughout a school day. A teacher's place is not behind the desk.

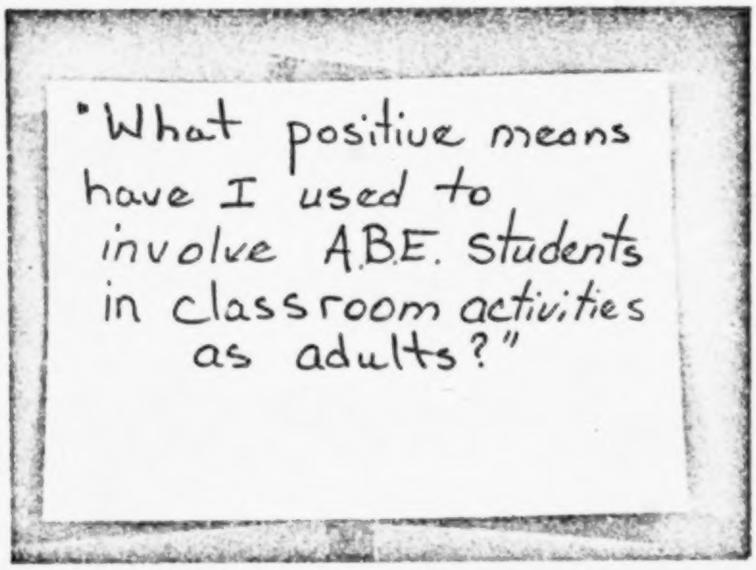
3 One's holding power is demonstrated by the daily class attendance. If the class is interesting and the learning situation made intriguing, students will come and stay.

4 Keeping aides busy comes with planning. The classroom aide should be static only when recording attendance and correcting papers. Otherwise she should be actively involved with the teaching-learning situation. She should never become bored.

5 Output is based purely on test results (involving length of time and quantity of people exhibiting progress).

Teachers were exhorted to become familiar with all materials during orientation to avoid wasting time hunting for materials when they were needed for a student. The supervisor requested each teacher to prepare an annotated bibliography for his use so he could find the material immediately when it was needed, and to aid in maintaining a flexible program. Some of the teachers prepared individual folders for each student containing such things as objective and subjective evaluations, progress graphs, attendance sheets and planned program. Included also were student assessments and suggestions provided by the counselor and head teacher. (SEE Appendix G)

The Head Teacher on occasion set up lists of special projects for teachers to create, experiment with and evaluate. She reported that all doors were left open for flexibility and individuality on the part of the teacher. Such reminders as this nagged at the teachers to stay on their toes:



"What positive means
have I used to
involve A.B.E. students
in classroom activities
as adults?"

Memos from the Head Teacher to the teachers reminded them to check for progress in specific learning areas. (SEE Appendix C). On occasion, she asked the teachers for reactions to specific questions, such as:

1. What method (s) have you used to motivate your students to continue coming?
2. What method (s) have you used to motivate them to learn? (Which of these have been most successful?)
3. What teaching machines have been most effective with your students?
4. Of the A-V equipment available, which have you used most?
5. Do your students work better in a group or on an individual basis?
6. How do your students react to programmed learning materials?

Other suggestions communicated to the teachers are included in Appendix C. There also may be found forms developed for use in the Instructional Department.

TEACHER AIDES

Special Project coordinated with the New Careers Program of CEP in the training of teacher aides. The aides' time was divided between classes at UMKC and on-the-job training in the classroom. The National Education Association has estimated that aides could perform duties that usually occupied about 40 per cent of a teacher's time. This was not true of the paraprofessionals that assisted in the Special Project during the first year of their participation; however, as the aides spent more time with the teachers, their skills increased and they were able to assume progressively more of the routine duties of the teachers.

In general, duties of the paraprofessionals included

Drilling students with flashcards
Setting up and putting away equipment
Listening to students read or work orally
Helping students with penmanship
Typing up ditto masters
Making up crosswords and games for drills
Previewing records, film strips, etc. and making summaries or correlations with other materials already in use
Filing dittoes

A memo to the aides, a suggested teacher's aide schedule, and forms used by the teachers and the aides in evaluating paraprofessional performance can be found in Appendix C.

Teachers included a number of remarks regarding their aides in their monthly reports.

> I have really used my teacher aides. They have been a wonderful help. While I can't depend on them completely, I find that with guidance they are most helpful... Sometimes their manner of speaking with the students communicates better than I do.....They are especially helpful with nonreaders.

> The students welcomed the teacher aides and seemed to appreciate their assistance.
>
> My aide has made flashcards and other instructional materials under my direction, has done cross-referencing, and made vocabulary sheets to go with reading lessons. With an aide, I can work with students more extensively.
>
> The students do not accept my new aide and would prefer her not to be here. I asked the aide to refrain from getting into any type of controversial conversation with the students.

In one instance, a teacher had the help of aides that were not New Careerists:

> A WIN student and an NYC student stayed on in class after receiving their ABE Certificates to serve as volunteer-aides until there was a vacancy in the GED class. They were on duty in and out of classrooms in the capacity of "big sister and big brother" to help motivate others and assist with attitudinal changes relative to the adult school situation.

TESTING

Testing has been discussed at some length in other sections above. The WIN, CEP, and MDT students all received their initial testing from Employment Service counselors. Special Project's Counselor handled all the testing for the Armchair classes and Programmed Learning Center students. It has been widely recognized by adult educators that no test exists that is really adequate for use with low-income adults, an opinion held also by the Special Project staff. The use of objective tests posed further problems to adults in that they were usually not "test-wise" and many tended to work slowly, a disadvantage on a timed test. Poor or short-lived motivation for efforts at self improvement, a phenomenon apparently characteristic of members of the target population, did not contribute to enthusiasm for test taking, either. (SEE Appendix C for practice test devised by Project Counselor).

The California Achievement Tests were chosen for use by the Counselor of the Special Project for the reason that the tests were constructed to provide detailed diagnosis of student weaknesses. The same test was used by the WIN and CEP agencies; the MDT agency chose the Stanford Achievement Tests. Both WIN and the Special Project administered the Revised Beta to obtain a measure of scholastic aptitude for each student. The CEP and MDT agencies gave the General Aptitude Test Battery which yielded a G Score among others, labelled general learning ability; MDT also gave the SRA intelligence test, form AH, a nonverbal intelligence test.

Anticipated drawbacks to use of the California Tests in the Special Project were communicated in monthly reports of the teachers.

> I firmly believe that testing by means of Standardized tests does not "belong" in Adult Basic Education. Great efforts have been extended to determine a grade level for Armchair students, but greater benefit would have resulted for the student had such efforts been reassigned to instruction. Recognizing that, in this situation, we must test, efforts should be made to make the testing as informal, unrestrained and, as close as possible, as unacademic as possible. Simply having the counselor visit the class is a step in the right direction. Perhaps pretest instruction in the mechanics of test taking would help. Certainly the recruiters should deal with what is going to happen so that the individual will know what to expect and not quit the program later because of testing. Finally, testing is not meaningful to the group members. Each wants to know "How did I do?" "What does it mean ?" "How does it help?" Telling someone who finished the sixth grade--and is proud of that much achievement--that he has third grade skills creates obvious problems.
>
> The untimed score on the California is much higher for people who have trouble with phonics. Given enough time, they can figure things out from content. Probably the true score lies somewhere between the timed and untimed scores. (For Armchair and PLC students, the test was timed and scored and then given back to the student to finish if he wished to finish it.)
>
> There is a vast disparity between the CAT scores given as indicators of the probable placement and the actual ability of the student to perform at the level indicated.

> Several of my students scored high, but are not doing work comparable to their scores in language arts.
>
> The California Test tells me many things and is an extremely helpful, if not almost indispensable, aid in my evaluation of new students. It tells me many things that the students do or do not know. However,...it doesn't tell me with any accuracy what grade level they are. The test was constructed for grade school children...who have no exposure to say, decimals until he is ready to learn about decimals in some depth,...so there is a heavy concentration of right answers at the beginning of each section tapering off and then coming to a halt at the material which the child has not yet covered. But our adult's test shows a completely different pattern-scattered correct answers throughout the basic and more difficult material. So a score of 6.3 does not mean, as it does with a child, that the student is working at sixth grade level. Indeed, it seems rather silly to me to try to put a grade level label on an adult whose performance on the California is a hodge-podge of all the things he half-remembers and has picked up since school...To create a program for a student, the teacher must know not only what the student doesn't understand, but why he is missing the boat... so other methods of diagnosis must be used if the teacher is to do a good job.
>
> I am trying to get students not to be so test conscious.
>
> I would like interim tests before 180 hours to see whether or not results are being achieved before it is too late to do anything about it.
>
> More testing is needed to help keep a better evaluation on everyone.

ARMCHAIR CLASSES

During the first year of operation of Special Project, seven classes were in operation most of the time. Because some classes were lost, the Special Project endeavored to find out what factors were responsible for the success of some classes and the failure of others.

Armchair Class 1 was set up in October, 1968, by the Recruitment Department. Classes commenced on October 14, 1968 and the class was still in existence at this writing. Of the five original members, two remained and three were replaced. Of the three who withdrew, one transferred to the WIN program, one got a job, and one quit because of illness in her family. Another lady who was a student for a time also got a job and terminated.

Armchair Class 2 was started October 15, 1968. The class lasted five weeks. These reasons for leaving were given to the recruiters by five of the seven students: illness (asthma), teacher-student conflict, got a job, illness and no transportation, and one moved away. The sixth student, who wanted to continue his studies, was transferred to another class. The seventh, who appeared to have been the actual cause of the class break-up, was an alcoholic who often came to class under the influence, to the dismay of some deeply religious ladies, including the hostess, who were members of the class.

Armchair Class 3 began on October 14, 1968 with five members. Two of the original members were lost, and seven others attended during the year. At this writing, six members were left. Dropouts reportedly occurred because of illness in two instances; one member transferred to the PLC; and one transferred to another armchair class.

Armchair Class 4 was organized with eight members scheduled to begin. The class met once at the PLC because the lady who was to be hostess took a job and could no longer participate. It was located in another class member's home and endured until the middle of May, when the hostess moved to another part of town and no one else could host the class. Two students were transferred to another class, one took a six-day-a-week job, one entered the WIN program and the last could not be located.

Armchair Class 5 was organized October 16, 1969 with five members to start; four more were added within the week, and one more in April. Six members were left in June when the students decided they wanted a summer break and class was terminated until fall. Of those five students who dropped, one moved away, one enrolled in another program, one lost interest, and one quit because of his wife's illness.

Armchair Class 6 began on November 11 with five class members. Three more were added in January. The class terminated in March when the hostess had to stop having class because the press of family duties became too great. The two class members who were left could not take the class and could not join another because none were close enough. Of the five others who terminated before March, one had marital problems and moved away, two took jobs, one began working two jobs, and one could find no babysitter for her new baby.

Armchair Class 7 began November 26. Five members came initially; two more were added in March. One of the latter two quit coming in June; she was in the hospital but expected to return in September. Near the end of August the class decided to take a break and terminated temporarily.

Armchair Class 8 commenced January 7, 1969. Eight members came the first week. Subsequently four more were added. Reasons for terminations were illness (brain surgery); arthritis; and illness in family. Absenteeism was very high in June and July; one couple had a new baby, another couple took vacation out of town; one took a job; one babysat for her grandson. At the end of July they decided to take a vacation break and start again in the fall.

Armchair Class 9 was the last to be established. It started in May with 14 students enrolled. Anticipating some dropouts, the high enrollment was permitted. Two did drop out soon because of class and job schedules conflicting; two more dropped because of personal illness. Absenteeism soared in July, with only three and four attending each session. At the end of July it was decided to terminate until fall. One class member finally confessed to a recruiter that one of the students, a former mental patient, carried a knife and threatened to use it, and that this had frightened people away. Upon being asked by the recruiters, other class members confirmed this.

It appears that individual student class members influence to a great extent the success or failure of armchair classes. A dedicated, determined, and dependable hostess probably has more than anything else to do with the longevity of an armchair class (although not necessarily with the persistence of any given class member). An equally dedicated alcoholic or agitator probably has as much influence in bringing about the demise of an armchair class. Perhaps one of the earliest tasks of the teacher should be to identify and remove people who represent a threat to the survival of the class.

AN EXPERIMENTAL CASE

A 27-year-old borderline retardate (reported IQ scores ranged from 45 to 55) expressed such a determination to come to the PLC and learn to read that it was decided by the Special Project staff, including the PLC teacher, to take him on as a special experimental case to find out just how far he could go under Special Project tutelage. Some inevitable emotional disturbance posed a further challenge to the PLC teacher. Although Sam could write down his name when he first came in, he could not so much as name the letters that made it up. With some persistence, the teacher worked out materials and techniques that were acceptable to Sam, and through which he could actually learn letters, blends, and finally words. At this writing, Sam had been transferred to the Carver Reading Laboratory to further the skills he had developed in the PLC. The Reading Program developed for him is included in Appendix C. The program, or parts of it, have been used with other non-or neo-readers who have attended the PLC. A videotape accompanying this report evidences the materials and methods used, as described by the PLC teacher, and shows Sam reading to a teacher aide.

SECTION IV

ANAYLSIS and EVALUATION

OBJECTIVE 5: To develop an adult basic education evaluation system so that a continuing analysis of all aspects of the program is possible.

SECTION IV. EVALUATION

The target population at which the Special Project Adult Basic Education was aimed consisted of that uneducated and undereducated hard core segment of the Kansas City, Missouri inhabitancy which functions below an eighth grade educational level. Through the four agencies that made a coordinated effort to meet this challenge, 723* students were reached and enrolled in basic education classes.

The primary target area was that committed to the Model Cities program. It included Kansas City's low income, low education, high unemployment area. The ethnic population of the area was principally American Negro, Caucasian, and Mexican American, in that order.

In order to collect the various kinds of information needed for compiling data from which to make generalizations regarding the students and the program, a Digitek form was developed (SEE Appendix D). It consisted of three pages of information about each student: how, where, when, and by whom he was recruited; all his intelligence and achievement test data; when and how long he attended classes; who his teacher was and from which agency he was referred; much background information; and where he was referred after completion of his education. By use of a Digitek optical scanner, IBM cards can be punched automatically, one card for each page of data, which can be used for computer processing. Once a computer program is written to process the data, extensive information will be available almost instantly, saving many hours and of hand calculator labor.

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* This figure represents only those students educated through Special Project; it does not include those who were served by these same agencies, but attended classes outside the jurisdiction of Special Project.

RECRUITMENT

From September 1968 through May 1969 the Recruitment Department made personal contact with more than 5800 citizens living in the Model Cities area

Contacted	5818	
	4874	were not interested
Expressed interest	944	
	771	did not follow through
Began processing	173	

Of the 173 who began processing to enter the Programmed Learning Center or the Armchair classes, 84 were attracted by the efforts of the Recruitment Department: 61 by direct recruiting, 16 heard about it on the radio, 5 saw it in the newspaper and 2 from a school notice given to schools by the recruiters. A number of others entered the program as referrals: 7 from Welfare, 4 from CEP, 3 from HRC Neighborhood Centers, 3 from ABE teachers, 1 from a call to the School District offices and 17 from friends and other students. The rest did not indicate where they learned about the program.

Only 126* of the 173 people above actually enrolled in classes. Nearly 14% of them (24 in number) finished assessment but never found their way to the classroom: they filled out an application, took the Revised Beta, and took the California Achievement Test battery. Fifteen people filled out an application but did not start testing. Three people "dropped out" after filling out the application and taking the Beta, and three more started, but did not finish the California test--two of these had taken the Beta, one had not. These reasons were given for the 46 people not starting classes:

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* Only 126 of the 723 total Special Project students were the follow-up responsibility of the Recruiting Department.

Project did not offer what was wanted	7
Got a job, changed jobs, changed hours	4
Could not get a babysitter	2
Was not notified of start of class	2
Illness	1
Had too much work around house	1
Would not come without wife (no babysitter)	1
Pregnant now	1
No transportation	1
Moved away	1
Irked by delay in start of class	1
Marital problems	1
Too young (16 years old) for program	1
Still scheduled to come to PLC	1
Recruiters were not able to contact	21

It is probable that those who went so far as to fill out an application had the intention of actually entering class, but something--either the reasons listed above or reasons the people did not care to divulge--caused them to change their minds. Those people who expressed an interest but did not so much as come in and fill out an application may or may not have had any intention of actually joining the program. In the opinion of several Special Project staff members, it was typical of the life style of a large percentage of the target population to put off the recruiters by agreeing to their requests rather than just saying " I don't want to" or giving other valid reasons for not complying with the recruiters' wishes. One could speculate about this phenomenon further--if this is a "putting off" technique, is it because the people are easily influenced for the moment, or because they do not wish to hurt the recruiters' feelings, or maybe because they have found it to be particularly effective to agree quickly to involvement for the very purpose of avoiding it? But that is a study in itself, and no real evidence has been collected to support or refute any of these speculations. In any case, the reasons actually given to the recruiters in a follow-up of 213 people who had expressed interest but had not come into the program, and of those who had come to classes for a time but then dropped out, were as follows:

	Number	Per Cent
Started work or changed jobs... (includes babysitting)	51	24
Will consider it later..........	31	15
Moved (or moving) away..........	22	10
No longer interested	21	10
Will come into program now...... (one actually did come)	18	9
Illness (surgery, eye trouble, heart trouble, rheumatism, hospitalized).................	17	8
Have joined other programs......	15	7
Couldn't be located	15	7
Can't get a babysitter..........	9	4
Maybe will come now.............	5	2
Out of town	5	2
Family problems	2	1
No transportation	1	0.5
Don't have time	1	0.5
TOTAL	213	100.0

ENROLLMENT AND ATTENDANCE REPORT

Programmed Learning Center and Armchair Classes

1968-69

Month	ENROLLMENT						AVERAGE DAILY ATTENDANCE			
	PLC			Armchair			PLC	Armchair		
	E	W	Re-E	E	W	Re-E		All classes	No. of classes	Per class
October	Not open			25	9	-	Not Open	16.1	4	4.0
November	10	1	-	14	5	1	2.9	23.7	6	4.0
December	8	5	-	5	4	-	3.8	21.2	6	3.5
January	4	2	-	3	2	-	6.6	25.0	7	3.6
February	4	8	-	11	3	-	5.5	26.7	7	3.9
March	4	2	1	4	8	1	5.4	28.3	7	4.0
April	8	7	1	1	1	-	7.6	25.8	6	4.3
May	7	6	1	15	6	1	8.3	30.6	7	4.4
June	8	3	1	0	7	-	11.0	28.2	6	4.7

E - Enrollments (new)
W - Withdrawals
Re-E - Re-Enrollments

The recruiters were responsible for checking on absences, for following up withdrawals to try to get students to re-enroll, for finding students and a hostess for each new Armchair class, and for filling vacancies in the PLC and Armchair classes as they occurred.

INSTRUCTION

During the course of the 1968/69 fiscal year, a total of 723 students enrolled in the Special Project coordinated classes. The breakdown by agency is as follows:

School District (PLC & Armchair)	126
Manpower Development and Training	316
Work Incentive Program	78
Concentrated Employment Program	203
TOTAL	723

Students were asked to fill out data sheets (or the teacher or counselor filled it out in interview) giving background information. (SEE Appendix D) Certain characteristics of the student population were tabulated for descriptive purposes.

1. Male-female distribution

	AC/PLC	CEP	WIN	MDT	TOTAL	%
Male	33	37	5	169	244	34
Female	93	166	73	147	479	66
Total	126	203	78	316	723	100

It can be seen that in all but one agency, females greatly outnumbered males in the education area. In recruiting for Armchair and PLC the recruiters actually contacted about twice as many women as men, no doubt due in part to the fact that men often were at work when the recruiters made their rounds. Men would occasionally remark that they would go to school if they could be paid, and since men are the traditional breadwinners it is likely that they could not afford to spend many hours in class when they had to work; some worked two jobs or supplemented their income by irregular extra pick-up work. The MDT facility, which trained more men than women, geared its training to jobs open to men more than to women, and it also paid its trainees (though still not as much as they could make on many jobs). WIN, with its preponderance of female trainees, received its clients exclusively through Welfare referrals which included primarily ADC mothers.

2. Age distribution

Years of age:	AC/PLC	CEP	WIN	MDT	Total	%
16-21	7	60	23	16	106	27
22-27	11	37	21	17	86	22
28-35	29	23	20	9	81	21
36-45	27	8	5	12	52	13
46-55	22	9	1	7	39	10
56-65	12	5	0	4	21	05
66 and over	7	0	0	0	7	02
Total	115	142	70	65	392	100%
% of Group II.	(91%)	(70%)	(90%)	(21%)	(54%)	

As noted in the table above, CEP reached more of the youngest age group, principally through its NYC program. Ninety-three per cent of all students were under 56; in fact 70% were 35 or under, the younger employable members of the target population being the segment all agencies were trying most to attract. While most of the people with very little or no education were in the 56-and-over age group, many of those under 56 had had only a 7th grade education and, of course, none of the 723 students functioned as high as eighth grade level upon entrance to Special Project classes, as demarcated by their placement test scores.

3. Ethnic composition

	AC/PLC	CEP	WIN	MDT	Total	%
American Negro	107	103	51	no	261	95%
Caucasian	5	5	1	record	11	04
Mexican American	1	1	0		2	1
Total	113	109	52		274	100%

The area served by the Model Cities Program, from which most of the students came, was predominantly Negro. While about 35 to 40 per cent of the students in the MDT program were of Mexican, Puerto Rican or Caucasian background, no record of the ethnic classification was kept in MDT permanent files.

4. Marital Status

	AC/PLC	CEP	WIN	MDT	Total	%
Single	12	57	31	17	117	32%
Married	47	36	4	29	116	31
Divorced	18	4	7	3	32	09
Widowed	7	11	5	4	27	07
Separated	21	22	23	13	79	21
Total	105	130	70	66	371	100%

The large proportion of single people in the CEP program represented largely the young 16-22 age group. The large-single group in WIN was accounted for in part, by the fact that most were ADC mothers with no male head of household to support the family. However, it was observed that a number of the students considered themselves single if they were separated or divorced, and often marked that category in preference to the other two.

5. Grade level completed

	AC/PLC	CEP	WIN	MDT	Total	%
None	4	0	0	0	4	01%
1-3	11	1	1	1	14	04
4-6	33	4	1	4	42	11
7-8	32	32	19	9	92	24
9-11	28	87	42	40	197	51
GED or h.s.	6	12	2	11	31	08
More	1	1	0	1	3	01
Total	115	137	65	66	383	100%

In contrast to the table above which give the number of people who had actually completed the given grade categories in school, the table below presents the grade level at which the student was functioning, as measured by the placement test administered to him before enrollment in Special Project classes.

	AC/PLC	CEP	WIN	MDT	Total	%
None	5	0	0	0	5	01%
1-3	45	23	1	24	93	18
4-6	54	123	44	85	306	60
7-8	11	52	33	6	102	21
9 and up	0	0	0	0	0	0
Total	115	198	78	115	506	100%

According to these figures, 51% of the students had completed 9 to 11 years of school; however, 60% of the students were functioning at the fourth to sixth grade level.

The opinion is often expressed by adult educators that IQ scores do not give an accurate picture of the scholastic ability of disadvantaged adults, but that they tend to under estimate the level of functioning of which the adults are capable. However, various estimates of intelligence were made by the several agencies to aid in assessing the individual and planning his educational and job training. Those scores that were available for Special Project students are tabulated below.

Beta I.Q.	AC/PLC	WIN	Total	%	Description
129 and up	0	0	0		Very superior
120-128	0	0	0		Superior
110-119	0	3	3	02%	Above average
90-109	24	57	81	49	Average
80- 89	28	22	50	30	Below average
70- 79	19	5	24	15	Inferior
Under 70	7	0	7	4	Defective
Total	78	87	165	100%	

These figures would place about half the students in the average range, and nearly half below average with a few who would ordinarily be labelled retarded. It can be seen that Beta scores tended to range lower for students in the PLC and Armchair classes than those referred by the WIN agency, with only 31% of average intelligence, none above average, and 34% who would be slow learners or retarded. It was noted by the Special Project Counselor that 67% of the AC/PLC students who took the Beta were reared in the South.

The SRA Short Form AH, a nonverbal intelligence test, was given the MDT trainees who took basic education. Of 122 students for whom this score was available, 25 scored between 90 and 109, 21 scored 80-89, 27 scored 71-79, 20 scored in the 60's, and 7 scored under 60. Only 22 scored above average, 12 in the 110's, 9 in the 120's, and only one in the 130's. The scores tended to distribute evenly over the 70-110 range.

MDT, CEP and WIN also administered the General Aptitude Test Battery (GATB) which yields a general intelligence (G) score along with a number of special aptitude scores. These scores were developed through factor analysis. The G scores have a mean of 100 and a standard deviation of 20. A minimum G score is suggested for a person planning to enter a particular occupation--for instance, a minimum G score of 115 is suggested for one interested in general accounting, 80 for plumbing. G scores ranged as follows for Special Project students:

G	CEP	WIN	MDTA	TOTAL	%
120-129	0	0	0	0	0%
110-119	0	0	3	3	01
90-109	14	8	22	44	21
80-89	17	18	15	50	24
70-79	20	24	22	66	32
60-69	12	16	5	33	16
50-59	2	5	5	12	6
40-49	0	0	1	1	0
TOTAL	65	71	73	209	100%

An enrollment and attendance report for the PLC and Armchair classes was made on page 91 above. A similar report for CEP, WIN, and MDT can be found in Appendix D. The Special Project recruiters had no responsibility to recruit or follow up clients of these agencies; the students were enrolled and withdrawn according to the plan of each agency.

One of the goals of the Special Project was to develop and find materials and techniques to assist students in moving rapidly from one educational level to the next. Measuring the number of hours a student spent in class from one test to the next was a simple matter. Measuring the number of grades a student had advanced in that time was another problem entirely.

Around the United States, a number of different objective standardized tests are used in adult education, the California Achievement Test battery and the Stanford Achievement Test battery being the most widely used in the Kansas City area. While test users have their own preferences, and while it is widely recognized that the California tends to over estimate functional level (by .55 of a grade at third grade level);* both tests are generally accepted as usable, practical instruments insofar as any standardized tests on the market today are usable for undereducated adults.

Special Project, as coordinator of several federally funded agencies in the Kansas City area, was committed to meet the needs and requirements of each agency; in the area of testing this meant that the Project would accept and make use of the scores of whatever placement tests were used by each agency. It was reported in Section 1 above that two different test batteries representing grade levels ranging from lower primary through high school were used by the agencies serving the Special Project students. If, for purposes of statistical analysis, one considered each form, level and test as separate tests, one would have to pool the scores of 15 tests administered to 155 or 160 people for both placement and progress testing. One of the tests (Stanford, Advanced level, Form X) was used for one person only; several were used for only eight or ten students, or fewer. Many students were administered some form of the Stanford as a placement test and some form of the California as a measure of progress.

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* Stake, Robert E. "Overestimation of Achievement with the California Achievement Test." Educational and Psychological Measurement, 21: 1, Spring 1961, 59-62.

Considering these limitations, obtaining a good estimate of the average progress of all Special Project students for the year was difficult and, for some purposes, meaningless. As a matter of practice, an instructional plan was made for each student, at least initially, on the basis of his placement scores, regardless of which test he had taken. Subsequently, a student was promoted to the next level, or recommended for an eighth grade certificate, according to his scores on whichever test he was given, regardless of whether or not it was the same as his placement test. As a matter of course, a student was given a test representing the level at which it was expected he could perform because it was opined that it would yield a more valid score than a lower level, previously given, which would yield only an extrapolated score.

Amount of Progress

In order to test student progress under the specially developed techniques put into use by Special Project staff, the technique of analysis of variance and covariance was chosen to compare the progress of 1968-69 Special Project students with the progress of adult education students who participated in the Work Experience and MDTA programs during fiscal year 1967-68 before Special Project was started. The post-test scores of the two groups were compared, holding pre-test constant. Language scores were not included because in some cases only the spelling section of the Language test was reported, in some cases only the English section, and in some cases it was not specified whether one or both had been given. The Reading and Arithmetic tests were treated separately. Since the MDT facility usually administered only the Paragraph Meaning section of the reading test and the Arithmetic Computation section of the arithmetic test to check progress, only those two test sections of the Stanford test were considered in the analysis. Four analyses were run.

It was first necessary to pool the reading, arithmetic, paragraph meaning, and arithmetic computation test results of several forms and levels of tests to see if each set of scores could be combined for comparison purposes. All scores were done to find out if pooling were feasible. Probability levels ranging from .50 to .99 indicated that no statistical differences existed, and it was concluded that the groups could be pooled.

ANALYSIS 1.

Null Hypothesis: That there was no difference between the 1967/68 Work Experience student scores on the reading post-test and 1968/69 Special Project student scores on the reading post-test, holding reading pre-test scores constant.

Bartlett's chi-square test for homogeneity of variance revealed that the control (1967/68) group and the experimental

(1968/69) group did not differ as to standard deviations. A subsequent analysis of variance and covariance yielded an F value smaller than 1.0, indicating with a probability greater than .05 that the experimental and control groups did not differ in reading achievement.

ANALYSIS 2.

Null Hypothesis: That there was no difference between the 1967/68 Work Experience student scores on the arithmetic post-test and the 1968/69 Special Project student scores on the arithmetic post-test, holding arithmetic pre-test scores constant.

It was evident that the variances of the two groups did not differ as measured by Bartlett's chi-square test. An F value smaller than 1.0, with a confidence level greater than .05 resulted from an analysis of variance and covariance, indicating that the null hypothesis was tenable and that the groups did not differ in arithmetic achievement as measured by the C.A.T.

ANALYSIS 3.

Null Hypothesis: That there was no difference between the 1967/68 MDT student socres on the paragraph meaning post-test and the 1968/69 MDT student scores on the paragraph meaning post-test, holding paragraph meaning pre-test scores constant.

Bartlett's test for homoscedasticity revealed no differences in variance, so the analysis of variance and covariance was completed. An F score smaller than 1.0 and a probability greater than .05 did not result in rejection of the null hypothesis, and it was concluded that the control and experimental groups did not differ in achievement on the paragraph meaning section of the Stanford test.

ANALYSIS 4.

Null Hypothesis: That there was no difference between the 1967/68 MDT student scores on the arithmetic computation post-test and 1968/69 MDT student scores on the arithmetic computation post-test, holding arithmetic meaning pre-test scores constant.

No difference in variances were revealed by Bartlett's chi-square test. An analysis of variance and covariance yielded an F score smaller than 1.0 which indicated at a level of confidence greater than .05 that no differences existed between the two MDT groups as measured by the arithmetic computation test of the Stanford test.

It is apparent from the above analyses that no significantly greater gain per se was made in ABE by Special Project students than by students in the previous year's programs. While use of stanine scores, which range only from 1 to 9, may have obscured some deviations, since .6 of a grade was the largest difference in gain observed, the conclusion of no differences probably holds true.

During the first nine months of classes, 138 promotions were earned by Special Project students. Seventy-six of them represent earned eighth grade equivalency. Breakdown by agency is as follows: WIN-25 promotions (19 graduated from eigth grade); MDT 72 promotions (36 graduated); CEP 37 promotions (18 graduated); and PLC and Armchair 4 promotions (3 graduated).

Speed of Progress

Speed of progress was measured by calculating how many hours it took to progress one ABE level, using grade equivalence scores as employed for placement and promotion. While the California test tends to overestimate grade level the agency that used the Stanford test gave it untimed, though subsequent CAT tests all were timed, and it appeared reasonable to surmise that the one influence may have offset the other to some extent. If one were to follow through on this conjecture to arrive at an estimate of time necessary to progress one level, the following figures would result: (Average number of hours reported)

Reading (CEP, WIN, PLC/AC)	192 hours	(N=84)
Arithmetic (CEP, WIN, PLC/AC)	93 hours	(N=85)
Average	137 hours	
Paragraph Meaning (MDT)	65 hours	(N=78)
Arithmetic Computation (MDT).	72 hours	(N=90)
Average	69 hours	

The hours figures were based on the number of hours spent in ABE altogether, not only in reading nor only in arithmetic. Since the announced goal was for students of average ability to progress one ABE level in 180 clock hours of classroom instruction following a two-week orientation, the above hours may have overestimated a little how long it would take. Beta I.Q. scores were available for only 41 of the 102 students whose scores were used in this analysis; scores of those known to be below average, slow learner, and defective as determined by Beta scores were not included in the above figures. Had they been, the number of hours to progress one level in reading would have read 247 (N = 102) and the number of hours in arithmetic, 115 (N = 101), averaging out to 156 hours.

Some other interesting results came to light in a breakdown by agency of the above figures for Reading and Arithmetic. The number of hours necessary to progress one ABE level in reading and arithmetic by PLC/AC, WIN, and CEP students were as follows:

Reading		Arithmetic	
AC/PLC	62 hours	AC/PLC	17 hours
WIN	665 hours	WIN	370 hours
CEP	7 hours	CEP	6 hours

Again, speculation suggested a number of possibilities. Did the WIN agency serve clients who had lower academic potential? Did people on welfare have less interest in academic growth? Were CEP students better able to see the need for education by their concurrent on-the-job training than were welfare students who complete their education first and then go on the job? Were WIN students reluctant to be taken off the welfare roles and therefore delayed completion of academic goals? Were WIN students less test-wise and did they therefore need more frequent testing? Since WIN and CEP students shared classes and teachers under the departmentalized teaching schedule, a difference in teachers or classrooms would not appear to cause the enormous difference in speed of progress. Only seven students were represented in the AC/PLC group above, so it would probably be meaningless to make any broad generalizations from so small a sample. The 1967/68 Work Experience group, also made up of welfare recipients, averaged a gain of one Reading level every 661 hours, indicative of no real difference between the welfare student groups.

It is noticeable, also, from the above figures that more hours were required to progress a level of ABE in reading than in arithmetic. This would appear to point to a greater need for emphasis on reading in ABE programs than on math. It was further apparent that greater progress per se was made in arithmetic than reading in all programs. (SEE table of means and standard deviations in Appendix D).

Further, with regard to speed of progress, it was found that while it took 192 hours for all students to progress one level in reading, it took students who attended the reading lab only 84 hours to progress one level of ABE in reading (N=43). The fact that it took Reading Lab students 43 hours to progress one level in arithmetic as over against 93 hours for all students may point up the importance of good reading skills in arithmetic as well as other subjects.

Analyses of variance and covariance above, carried on with the use of stanine scores, indicated no differences between amount of progress of 1968/69 Special Project students and amount of progress of 1967/68 Work Experience students, and no differences between amount of progress of 1968/69 MDT students and amount of progress of 1967/68 MDT students. These conclusions merit further study and will get it during the next year of Special Project operation. However, even if it is shown with greater certainty that no greater progress is made, the gain in speed of progress will be significant if it continues to hold true throughout the second year of experimentation.

Cost Per Pupil

It was the opinion of authors of the proposal for Special Project ABE that the cost per pupil of educating adult students in the Kansas City Metropolitan Area, as determined by Dr. Harry

Hilton's survey*, could be lowered and thus accomplish a savings to the taxpayer. The figure reported by Hilton was $161 per pupil cost.

The cost per pupil for the Special Project was based upon expenditures similar to those used in determining the $161 figure. Because the budget was set up and equipment was bought with the expectation of the Project's running for five years, the cost of the equipment was amortized over a five-year period. Expenditures for the CEP, WIN, and MDT agencies only were computed since classes were set up on the same basis as those used in the comparison; there were approximately 10 students per class. Disbursements were as follows:

Teacher salaries	$ 36,551.72
Head Teacher (83%)	5,859.39
Employers contribution	5,513.44
Rental and utilities	2,272.40
School supplies (83%)	6,900.01
Equipment (83%)	2,529.11
In-service training (78%)	2,156.62
Clerical (83%)	3,486.00
Telephone (83%)	485.82
Postage (83%)	49.80
TOTAL	$65,804.31

In-service training was calculated at 78% of the cost of all Special Project in-service training since two of the teachers represented the Programmed Learning Center and Armchair classes. The 83% figure is the percentage of all Special Project students in CEP, WIN, and MDT classes. Based on a total enrollment in the three agencies of 597 students, the cost per pupil figures at $110.22, a savings of $50.78 per pupil.

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*Harry H. Hilton, Report of a Survey of the Adult Basic Education Programs in Kansas City, Missouri Metropolitan Area, 1967

As a means of comparison of the cost of maintaining other kinds of classes, the cost per pupil for students in the PLC and for students in Armchair classes were reckoned as follows:

Armchair Classes

Teacher salaries	$3,625.59
Head teacher (11%).	776.55
Employer contribution	572.28
Rental	-
School supplies (11%).	914.46
Equipment (11%).	335.18
In-service training (11%).	304.14
Clerical (11%)	462.00
Telephone (11%).	64.39
Postage (11%)	6.60
TOTAL	$7,061.19

Programmed Learning Center

Teacher salaries	$5,189.22
Head teacher (7%)	423.57
Employer contribution	729.66
Rental	964.17
School supplies (7%)	498.79
Equipment (7%)	182.83
In-service training (11%).	304.14
Clerical (7%).	252.00
Telephone (7%)	35.12
Postage (7%)	3.60
TOTAL	$8,583.10

On the basis of these figures, the cost per pupil based on 78 Armchair students figured at $90.53. It is probable that the figure is lower than for the other agency groups because no rental or utilities was involved; the classes were held in students' homes.

The PLC figure represented the highest per pupil cost at $178.81. It was likely a result of the small number of students who were enrolled there; only 48 attended in the first 10 months of Special Project operation.

Combining CEP, WIN, MDT, Armchair, and PLC figures, the average per pupil cost reckoned at $112.65.

SECTION V

SUMMARY OF FINDINGS

CONCLUSIONS AND RECOMMENDATIONS

SECTION 5. FINDINGS AND RECOMMENDATIONS.

SUMMARY OF FINDINGS

Regarding Interagency Coordination

1. In the course of ten months' trial, interagency coordination appeared to be feasible; continuing effort to make it so was required on the part of the Special Project staff.

2. Excellent interagency and intra-agency communication are of prime importance in carrying out successful coordination.

3. Agency clients need to be provided with adequately modern classroom facilites, air conditioning, water coolers, and smoking and possibly eating facilities.

4. Agencies must recognize that adult students frequently "play one agency against the other" and must be prepared to cope with such behavior.

5. Cooperating agencies must determine responsibility for and work together to reduce tardiness and absences.

6. Records and reports required by each agency from the other should be understood at the beginning of the agreement.

7. A clear definition of what constitutes success for the student must be agreed upon in early stages of coadjutancy.

8. Guidelines governing classroom interruptions need to be established before classes start.

9. The functions of the various agency counselors should be delineated with regard to their responsibility to ABE students in a coordinated situation.

10. It would be greatly beneficial for research purposes for choice of tests and testing to be closely coordinated.

11. Principal benefits that agencies feel they have received from coordination were stated as savings in program costs, ex-

perienced professional leadership, a manageable teacher-pupil ratio, a flexible class structure, savings in time, and provision of daytime classes.

12. Disadvantages expressed were the artificial division between ABE and GED classes causing needless administrative work, a problem of keeping assignment to and withdrawal from classes current, and problems in modification of the subcontract agreement particularly with regard to an excess of time required for the process.

13. Coefficacy resulted also from establishment of working relations with Operation Mainstream, University of Missouri, the Welfare Office, Model Cities, Human Resources Corporation, New Careers, Vocational Rehabilitation, Bureau for the Blind, Urban League, Naturalization Council of Kansas City, radio and TV stations, business establishments, and representatives of other agencies who served on the Special Project Advisory Board.

Regarding Recruitment

1. Most people who had completed less than an eighth grade education expressed an interest in ABE classes.

2. About 12% to 14% of the people contacted by recruiters expressed an interest in adult basic education.

3. Only about 10% of people expressing an interest in Special Project classes actually followed through and enrolled.

4. About 1.5% of people contacted enrolled in PLC or Armchair classes.

5. About 2/3 of the students who enrolled in PLC or Armchair classes came as a result of recruitment effort.

6. Recruitment efforts in hospitals, pool halls and saloons

were least successful, door-to-door contact probably the most successful, in interesting people in ABE. School notices, grocery store recruiting and church cooperation were fairly successful. People living in high-rise low-rent apartments were interested if classes could be held there or very close by.

7. Follow-ups revealed that starting jobs which interfered with class times, moving away, "no longer interested", and family problems were principal reasons given for dropouts.

8. Two of the principal reasons given for not enrolling in ABE classes were lack of transportation and lack of a babysitter.

Regarding Instruction

1. Student participation in planning an educational program and in choosing materials to work with increased student involvement and interest.

2. Relating studies to obtaining better jobs or increasing salaries added to student enthusiasm.

3. Providing students with evidence of success and progress sparked their interest and enthusiasm.

4. Active student involvement in planning and learning contributed to holding interest.

5. Students seemed to want and expect instant success.

6. Older students were more easily motivated than younger, more recent school dropouts.

7. New enrollees were consistently poor in reading comprehension and basic numerical skills.

8. Teachers who related well to the students and who inspired their confidence within the first few days of enrollment appeared to be more successful than those who were as well educated but were more subject-than people-oriented, success being defined in terms of holding power and amount and speed of student progress.

9. Changing from one activity to another, from one machine to another, cut down on boredom. New materials, new machines and educational games also increased enthusiasm.

10. Material with a juvenile orientation was not received well by adult learners.

11. Interest increased with the use of materials, stories, or experiences that provided useful information for their every day living, such as insurance, purchasing practices, money management, career opportunities, social security, health services, control of diseases, legal aid, bank services, and driver education.

12. Materials for teaching non-readers and neo-readers, and particularly self-instructional materials, are badly lacking.

13. Books or stories at an adult interest level are inadequate below high school level, rare below sixth grade level, and nonexistent below fourth grade level.

14. Homework was not generally popular with adult learners.

15. Programmed materials could not be used alone successfully, either as a teaching tool or to hold student interest. They appeared to be more helpful in supplementing and reinforcing .

16. Teachers were most enthusiastic about Educational Development Laboratory system, the Language Master, and tape recorders in hard ware. They spoke well also of the DuKane filmstrip projector and the phonographic records, Mathematics Skill Builders.

17. Soft ware most often praised by the teachers included the EDL GO books, Life Near and Far, the Cambridge Arithmetic Series, Hauck's Fraction Series, Steck-Vaughn Basic Essentials of Mathematics used in conjunction with such programmed math

as the Sullivan series, the Modern Reading Skill Text Series, and Follett's On the Way and Full Speed Ahead. The daily newspaper, Wards and Sears catalogues, and telephone directories were commended as particularly useful teaching materials.

18. A departmentalized teaching plan appeared to speed student progress, although this has not yet been firmly established.

19. After teacher aides had had time to acquire training and experience, it was the concensus of opinion among the teachers that the paraprofessional provided invaluable assistance in the teaching-learning process.

20. Armchair classes hosted by a determined and enthusiastic host and/or hostess were most successful in holding students.

21. A single unsocial individual in an Armchair class, such as an alcoholic or mentally disturbed person could cause the class to disintegrate if he was not soon removed.

22. No standardized commercial achievement test has been located that adequately measures adult learner progress in basic education.

23. Special Project teachers opined that the California test overestimated the level at which their students could adequately function.

24. The diagnostic section of the California test was found to be of considerable assistance to the teacher in discovering a student's strengths and weaknesses in reading, arithmetic, and language.

25. Participants in Special Project could be characterized as:

34% Male, 66% female
83% under age 46, 17% over 46 years of age
95% Negro American, 4% Caucasian, 1% Mexican American
32% Single, 31% Married, 37% Divorced, Widowed, or Separated
60% had completed 8th grade, 1% had no education
60% were functioning at 4-6 grade level, 1% could not score on the CAT, all functioned below 8th grade
49% of students taking Beta scored in average range, 2% above average, 49% below average.

26. An Analysis of the amount of grade-level progress made, comparing 1967/68 students with 1968/69 Special Project students demonstrated no difference between the two groups, using the technique of analysis of variance and covariance with stanine scores.

27. Taken as a group, the Special Project adult learners completed a level of adult basic education in less than 180 hours on the average. Considered separately, the WIN students did not achieve that goal.

28, Experimental reading techniques worked out by a Special Project teacher were successful in teaching a 27-year-old man who could not initially recognize the letters in his own name to read.

RECOMMENDATIONS AND CONCLUSIONS

It was concluded through this evaluation that most of the objectives of the Special Project for Coordinating Adult Basic Education were met. As stated in Objective 1, interagency coordination of efforts was provided and, with continuing efforts to keep it so, appeared to be beneficial to all agencies concerned. Those disadvantages that were evident did not appear to be insurmountable.

The recruitment effort, stated in Objective 2, was apparently effective in regard to reaching the target population; the 5800 people contacted in 9-month period represented only a 4% or 5% segment of the 119,000 educationally deprived population, but others were contacted through Employment Service, MDTA, CEP, HRC, and welfare for WIN as well as other Kansas City programs that were not federally funded. The recruiters appear to have contributed their fair share. As for "stimulating their desire to be involved", however, the recruitment effort did not provide the hoped-for results. They did involve 84 students in the Programmed Learning Center and Armchair classes but this number seems small compared to the outlay of funds for wages. It was impossible to estimate how many students stayed in the program or returned to it because the recruiters continued to check on absences and drop outs. People with very little or no education were reached, however, who were not reached through other agency efforts.

It did appear that Objective 3 was met. Success must be qualified by the fact that the group of welfare students moved quite slowly. With other groups the accomplishment was greater than expected, all of them progressing a level of ABE in considerably less than 100 hours. Students who were in the Reading Lab moved twice as fast. Of 723 students enrolled in classes, 76 earned 8th grade equivalency and 62 earned Level promotions. Per pupil cost was reduced by $50.

Objective 4 was met in that the Special Project provided a wide variety of materials for use by teachers in the program. The use made of several types of hard ware was described by the teachers in monthly reports, as well as numerous kinds of soft ware. The teachers devised techniques, created materials, and made innovative use of published materials, which they reported and provided for illustration in their reports. All Special

Project teachers attended some or all of five workshops available to them in the time period reported on.

In order to meet Objective 5, a Digitek form was developed for data processing of information that could be put in numerical code. Data sheets provided additional information for analysis, and monthly and incidental written reports were received from teachers, recruiters, Head Teacher, Recruiter Coordinator, and Counselor. Notes on anecdotal observations were a final source of information for evaluating all aspects of the ABE program. Other agencies opened their files for collection of data from the 1967/68 fiscal year. The data collected appeared to be adequate for making an evaluation of the adult basic education project.

Regarding Special Project, it is recommended that

1. Interagency coordination be continued with undiminished efforts at maintaining good lines of communication with other agencies.

2. A form be developed for use in reporting new enrolles in and withdrawals from Special Project classes for agencies that do not already have one in use.

3. New techniques be tried to reduce absenteeism and dropouts.

4. Intensive recruitment efforts be made to attract students through the assistance of students already in the program.

5. Attempts be continued to attract students through radio and newspaper releases.

6. Efforts be renewed by the teachers to develop new and effective materials and techniques.

7. A special endeavor be made to move welfare students along at a faster pace.

8. Encouragement be given to publishers of ABE materials to publish adult-interest books below fourth grade level.

9. Encouragement be continued to teachers to develop skills in interpersonal relations to more effectively relate to their students.

10. Search be continued for a test or method of evaluating student progress that would be superior to the presently available standardized commercial tests.

THE END

APPENDIX A

INTERAGENCY COORDINATION

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SCOPE OF INTERAGENCY COORDINATION

AGENCY	BASIC SERVICE OF AGENCY	ROLE OF BASIC EDUCATION	ROLE OF SPECIAL PROJECT	PERCENTAGE OF BUDGET*	PERCENT OF STUDENTS
MDTA	Job training and job placement	1-2 hrs/day of ABE concurrent with job training	Consultative to ABE staff	13.49%	44%
CEP	Job training and job placement	1 day/week of ABE (4 days OJT)	All ABE by contractual agreement	7.34%	28%
WIN	Job training and job placement	Full time ABE	All ABE by contractual agreement	9.74%	11%
KCSD	Academic training	4 hrs/week of ABE, Armchair; Student choice, PLC.	Full responsibility	6.87%	17%

*Special Project provided 62.55% of the Budget.

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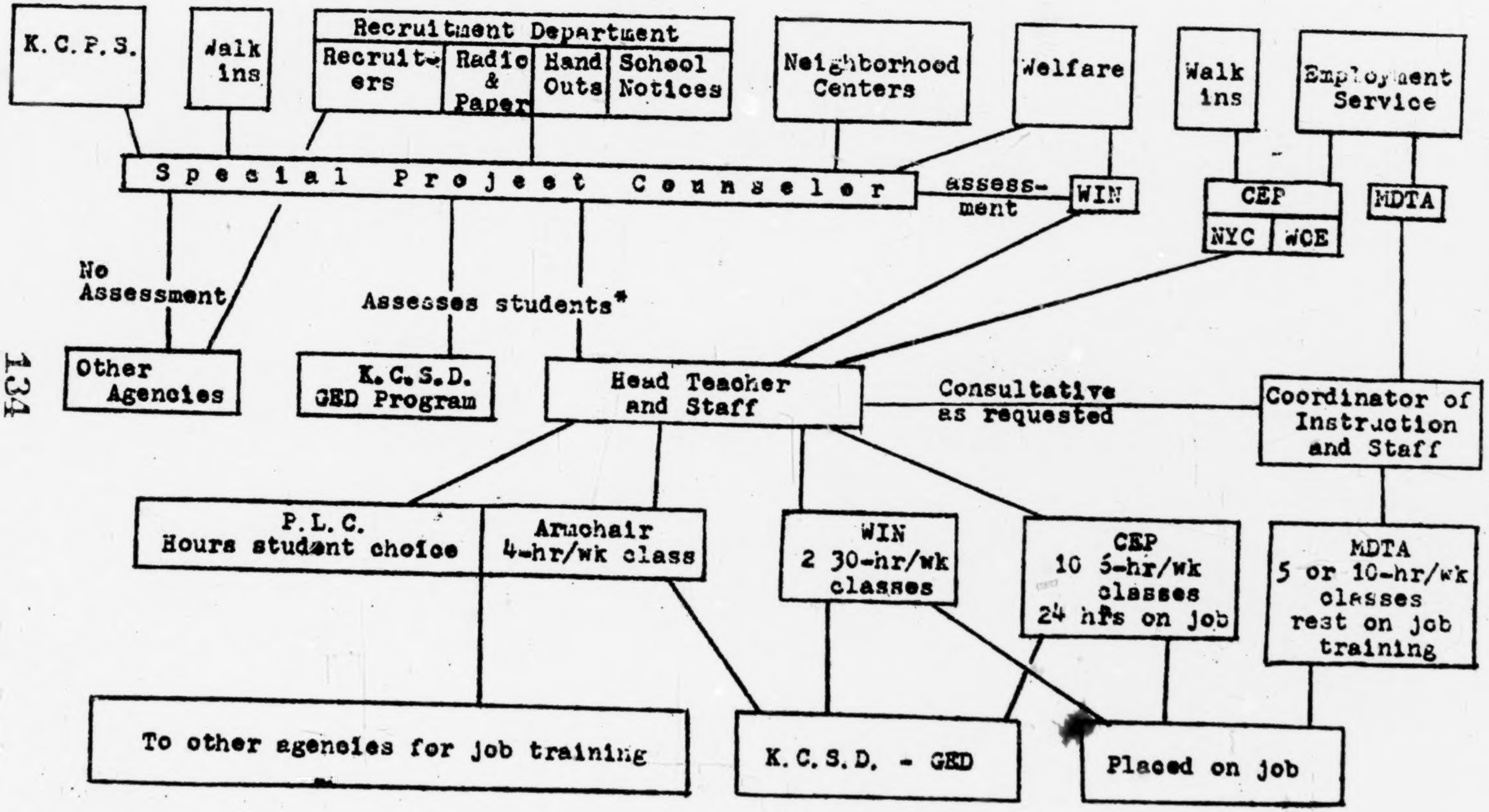
COORDINATION OF AGENCY EFFORT, ADULT BASIC EDUCATION


K. C. P. S.
Walk ins
Recruitment Department
Recruiters
Radio & Paper
Hand Outs
School Notices
Neighborhood Centers
Welfare
Walk ins
Employment Service
Special Project Counselor
assessment
WIN
CEP
NYC
WOE
MDTA
No Assessment
Assesses students*
Other Agencies
K. C. S. D. GED Program
Head Teacher and Staff
Consultative as requested
Coordinator of Instruction and Staff
P. L. C. Hours student choice
Armchair 4-hr/wk class
WIN 2 30-hr/wk classes
CEP 10 5-hr/wk classes 24 hrs on job
MDTA 5 or 10-hr/wk classes rest on job training
To other agencies for job training
K. C. S. D. - GED
Placed on job

*Also assesses CEP students who enter classes without placement scores.

INTERN COUNSELOR PROGRAM

The following is a suggested intern-counselor program for CEP/WOE enrollees assigned to Adult Basic Education and GED training at Carver Center, 1514 Campbell:

The University of Missouri at Kansas City, Guidance and Counseling Department, will provide for the WOE program 3 to 5 intern-counselors during the spring semester of 1969. These counselors will be assigned to work directly with WOE enrollees participating in the Adult Education program at Carver Center, 1514 Campbell. The following schedule will be used in coordinating the activities of the UMKC counselors with the WOE program:

1. Each counselor will be assigned to a specific day of the week and a set period of time during that day to work with the CEP WOE enrollees.

2. All client/counselor interviews will be held at the Carver Adult Center, 1514 Campbell, Kansas City, Missouri.

3. A secluded area, with adequate lighting, a desk or table, two chairs and an electrical outlet will be provided for the counselor and the client.

4. It is suggested that all interviews be scheduled between the hours of 1:15 and 4:15 p.m. Each interview session will last approximately 50 minutes; therefore, the counselor could schedule approximately 3 to 4 interviews on his assigned day.

5. Since counseling is part of the required CEP program, all enrollees in the CEP WOE program would be required to be available for counseling services. However, since each counselor could handle a limited case load at any one time, it is suggested that only those who could benefit most from this counseling service be placed in the counseling intern program to begin.

6. Each CEP WOE enrollee would be required to participate in a minimum of two interview sessions with a counselor. After the two initial interviews, additional counseling sessions will be scheduled at the counselor's discretion, in conjunction with the adult basic education program supervisor.

7. The intern-counselor will be allowed complete access to the records pertaining to those enrollees assigned to them as clients. It is understood that this information is to be confidential.

8. All intern-counselors will be under the direct supervision of their practicum instructor at UMKC. They may be asked to consult with educators at the Carver Center or with other CEP administrative personnel about their clients. The last statement is to exclude client/counselor confidence.

9. Each intern counselor will be required to submit a brief report on each client interviewed. This report will be in the form of a summary, and will include the counselor's impressions of the counseling sessions in addition to recommendations for future action. This report will be considered confidential and will be included as part of the enrollee's Master File, which is itself a confidential document.

10. The above implies that on any one day no more than three or four enrollees will be pulled from their regularly scheduled classes. These would only be asked to attend counseling sessions during the afternoon hours.

11. All scheduling for counseling sessions for CEP WOE enrollees assigned to GED classes would be done through Mrs. Brown and Miss Cowan. The intern-counselor, prior to leaving the Center on his assigned day, could re-schedule clients for the following week. In the event that a client is not to be re-scheduled, he could ask that she provide him with a new client.

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HUMAN RESOURCES CORPORATION

CONCENTRATED EMPLOYMENT PROGRAM

3030 Prospect - Kansas City, Missouri 64128 - UN 1-9373, Area Code 816

August 15, 1969

Dr. Molly McCampbell
Research Assistant and Project Coordinator
Special Project Adult Basic Education
Kansas City School District
1903 Paseo Boulevard
Kansas City, Missouri

Dear Dr. McCampbell:

This letter is in response to your request July 30 for a statement of the advantages and difficulties of inter-agency coordination in Adult Basic Education. While the evaluation of the results of this year's program is still underway, from a purely coordination standpoint, the following lists can be compiled.

Benefits:

1. CEP was able to rely on KCSD Extended Services to get classes set up with staff, materials, and space completely arranged for by KCSD. KCSD provided experienced professional leadership for the entire operation.

2. A savings in program costs resulted from the contribution of 2 or 3 adult ABE special project teachers to the total program for CEP.

3. An additional savings was provided by the free use of KCSD space. This free service, however, has ended.

4. A flexible class structure was set up that allowed assignment to teachers on the basis of their specialization. This was because additional classes were set up for the WIN program and CEP enrollees could share space in these classes.

Disadvantages:

1. CEP contracted with the Extended Services Division of the Kansas City School District to provide educational services. The division between "ABE" and "GED" is both confusing to our minds and highly artificial. This separation within the program created needless administrative work. For example, a specific authorization was required to transfer between level 3, the last level of

ABE to level 4, GED. While we stated that we wished this transfer to take place automatically, this was somehow not possible. This would not have been an important problem, except that a number of enrollees spend a number of weeks in their old level class waiting for an unneeded transfer document to clear channels. In addition, the distinction between ABE and GED led to certain internal administrative problems for Extended Services.

2. The assignment of enrollees to classes proved to be a far more difficult coordination problem than originally anticipated. A process to keep assignment and withdrawals up to date was only developed in the late spring, after much trail and error and confusion. While the causes of such confusion lay on both sides, the problem still must be classified a disadvantage of participating in such a cooperative effort.

3. The problem of modification of the subcontract agreement with the program was a great frustration. After a three month experience period, it was determined that additional classes were required. However, after a contract modification had been worked up over a period of months, three more months were required to clear the approval process. A substantial portion of the period was spent waiting for a very prefunctory review by the Board of Education. During the long process of clearance of this modification and its implementation, much of the expanded need disappeared because of the reduced enrollment in the program. Such problems might not have occurred in an in-house operation.

The above advantages and disadvantages have been stated frankly. However, we wish to state our appreciation for the pleasant and cooperative attitude displayed by KCSD personnel throughout the program.

Sincerely,

CONCENTRATED EMPLOYMENT PROGRAM

David E. Knuti
Deputy Director - Planning

cc: Antronette Brown
William Tillmon
Vernon Brooks
John Renner
Chuck Royston

City of
KANSAS CITY, MISSOURI

MODEL CITIES PROGRAM
25TH FLOOR CITY HALL
KANSAS CITY, MISSOURI 64106
CRESTVIEW 4-2397

JAMES I. THREATT
DIRECTOR

February 17, 1969

Mr. A. Odell Thurman, General Director
Extended Services
Kansas City Board of Education
1211 McGee
Kansas City, Missouri 64106

Dear Mr. Thurman:

On behalf of the Model Cities Program, I would like to endorse the Special Project - Adult Basic Education being administered through your office. We were extremely pleased to be able to participate in the Adult Basic Education Week held last month and feel that firm foundation has been laid for maximum cooperation between our agencies. Your experiences in the initial months of the program involving inter-agency coordination relate very closely to one of the major needs of our own program.

We look forward to working with you in the future and to coordinating our educational component with the on-going SPABE Project.

Sincerely yours,

James I. Threatt
Director

JIT/sjj

APPENDIX B

RECRUITMENT

REPORTS NEEDED FROM RECRUITERS

1. Every day- fill out form

    Name of recruiter
    Date of contact
    Amount of time talked to person
    Place of contact (home, church, grocery, store, etc) and address
    Name, address and telephone number of each person you contact whether he is interested in ABE or not
    Years of education completed whether person is interested in ABE or not
    Any referrals made-for glasses, child care, other education or training or anything else.

2. Every time you visit someone as a follow-up (if he didn't come to class or didn't come to fill out an application, or if you went to see him for any other reason) we need his name and address, why you had to see him, and what results there were.

3. On the first day of every month hand in a written report.

    Things you think are important about recruiting.
    Your opinions and ideas about the methods that have worked best for you
    What problems you have had in recruiting
    What kind of problems the people have
    What kinds of help you think they need most

4. Please make a guidebook that you think would be helpful to recruiters here or in other cities. It should be finished by April 1.

5. We will follow the people up after they have finished our program. I will give you a paper about that later.

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

"SPECIAL PROJECT" ADULT BASIC EDUCATION PROGRAM
1903 Paseo Boulevard - Phone: 471-0775
JAMES A. HAZLETT, Superintendent of Schools

May 1, 1969

I am writing this letter to ask of you, your assistance in advertisi our Adult Basic Education Program. The Special Project is sponsored by t School District of Kansas City, Missouri. This program will provide peop with less than an eighth grade education, an opportunity to receive their eighth grade certificate. We are providing an educational background for our citizens in order for them to qualify for new job skills.

Every community in this country has a dropout problem, and an expensive problem it is. Citizens pay heavily for the support of their elementary and high school dropouts, both youths and adults.

Enclosed you will find one of our brochures which I am certain will of interest to you. If you would like additional copies, please do not hesitate to ask for them. Please call me at 471-0775. Thanking you in advance, I am.

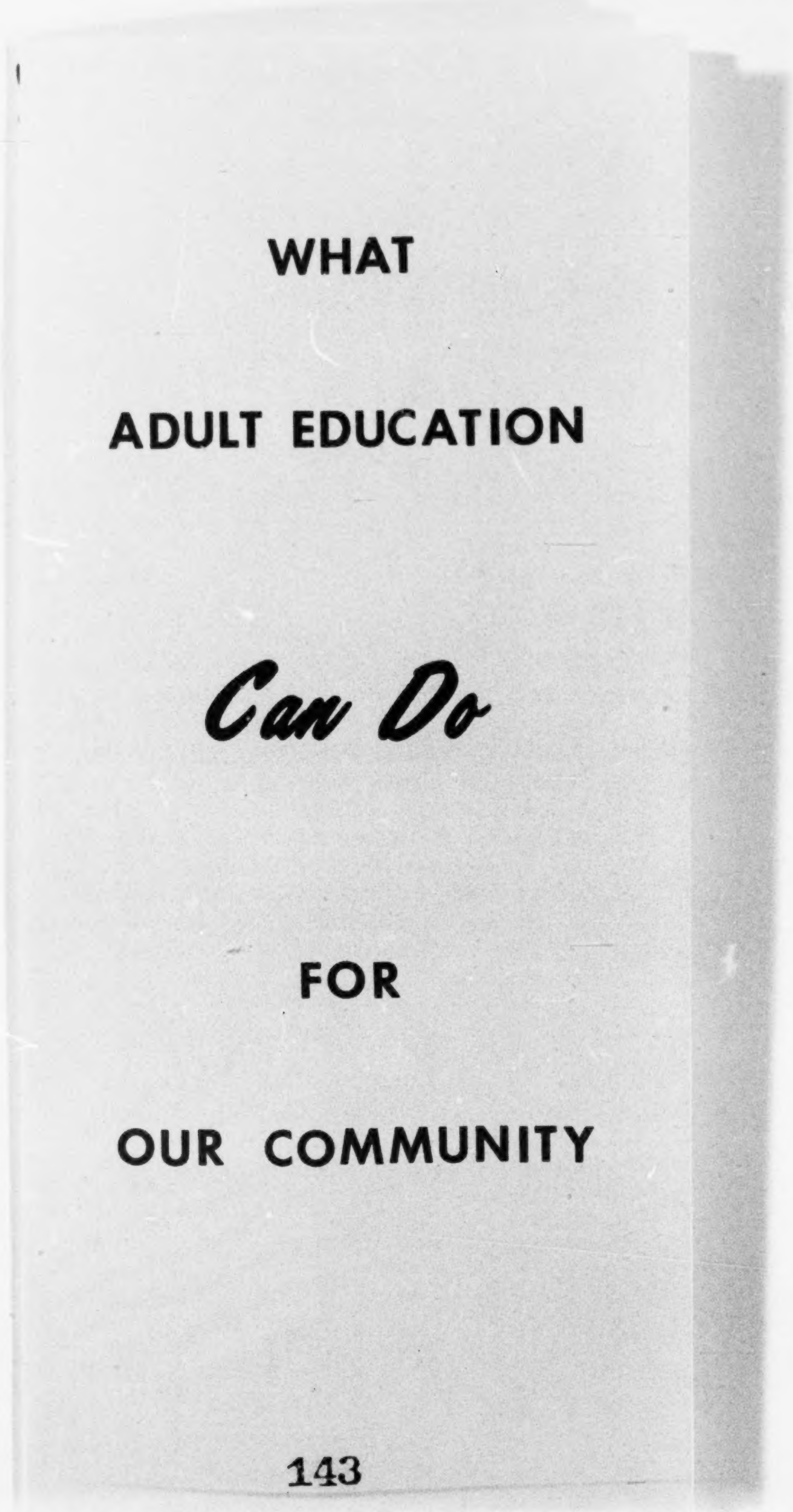
Sincerely,

Joyce J. Brown

(Mrs.) Joyce J. Brown,
Coordinator for Recruitment

JJB:eab

Encl.



WHAT

ADULT EDUCATION

Can Do

FOR

OUR COMMUNITY

Adult Education Can Play A Major Role In –

1. Providing a second chance for school dropouts.
2. Cutting down welfare costs.
3. Providing educational learning for new job skills.
4. Guiding the undereducated parents, and making them better parents.
5. Developing more effective solutions for problems of modern life through an enlightened citizenry.

Many communities have made great progress toward solving some of their most serious problems. Frequently, this has been done through adult education programs, sponsored or co-sponsored by their public schools. In our community, adult education is a co-operation-venture in which the public schools, government agencies, men's and women's clubs, libraries, colleges and universities, local business and industry all work together to identify, and through educational help, solve community problems.

THINK

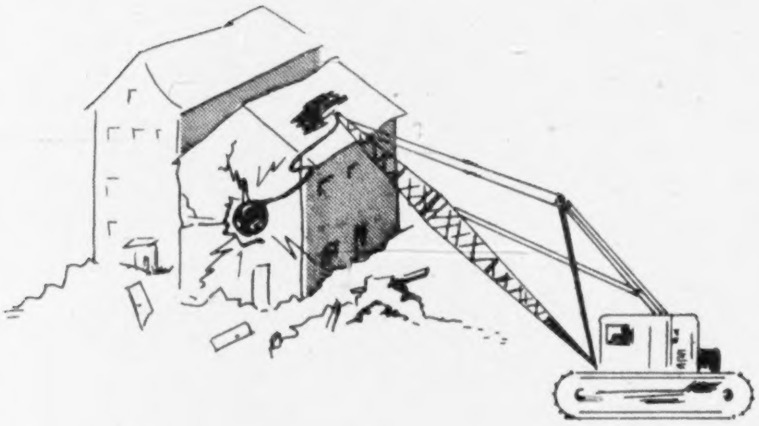
Are School Dropouts Costing Our Community Money?

Every community in this country has a dropout problem, and an expensive problem it is. Citizens pay heavily for the support of their elementary and high school dropouts (youths and adults) whose rate of unemployment is extremely high, and whose names appear with monotonous and expensive regularity on welfare rolls and police rosters. We are providing an educational background for our citizens in order for them to qualify for new job skills. A dynamic practical elementary program is underway in Kansas City to help men and women who have not finished school to enter into some type of learning situation, to provide them with basic education and job skills that will help them become self-supporting, self-respecting citizens.

Are Our Community's Welfare Costs Increasing?

Welfare costs are becoming a mammoth headache to taxpayers in most communities, as automation and other economic factors are putting thousands of functional illiterates on relief, and KEEPING THEM THERE!

Result: a boom in basic education, and many new approaches to this unique problem.



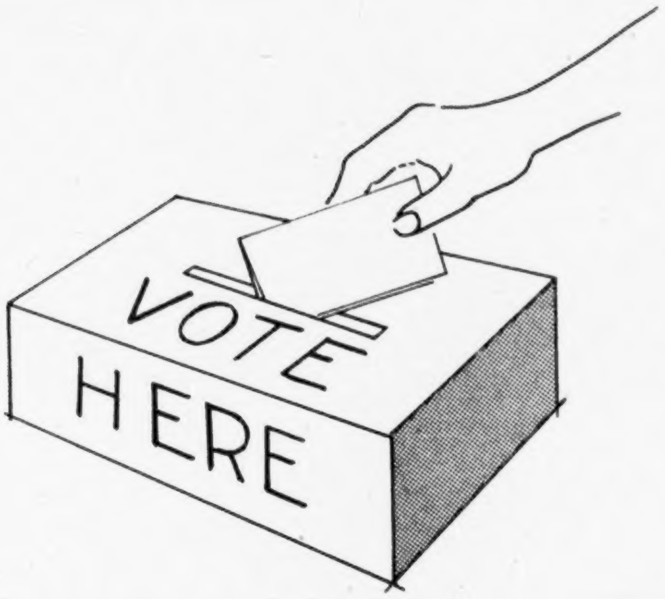
Is Our Community Feeling The Effects of Undereducated Parents?

It is an accepted fact that parents "hand down" undereducation to their children. Parents who do not have a high regard for education, who have never been inside a public library, who have little or no contact with the culture they live in, rarely have children with a strong motivation to complete their education. From such families come lifetime relief recipients, criminals, and multitudes of men and women with little or no appreciation for the finer things in life. We have started to experiment with different techniques to boost the cultural level of parents of potential dropouts. The following is one method:

> to reach the hard-core, uneducated, undereducated, unemployed, underemployed, and functional illiterate,

and involve them in an Adult Basic Education Program.

ACT



Are Our Citizens Enlightened Voters?

A community is enlightened and progressive in solving its problems if large numbers of its citizens are open minded and eager to learn. Public school adult education programs are the most accessible and least expensive way of providing continuous learning about government affairs, school problems, urban renewal, mental health, traffic problems, juvenile deliquency, human relations, aging, and national and international affairs.

****

ADULT EDUCATION PROGRAMS

Adult Basic Education

Adult Education & Learning Center, 1903 Paseo, Kansas City, Missouri – GR. 1-0775
Central - - - - - - - - - - - - - - - - - - 3221 Indiana, Kansas City, Missouri
Garfield - - - - - - - - - - - - - - - - - - 421 Wabash, Kansas City, Missouri
Garrison - - - - - - - - - - - - - - - - - - 553 Tracy, Kansas City, Missouri
Van Horn - - - - - - - - - - - - - - - - 1109 Arlington, Independence, Missouri
West Junior - - - - - - - - - - - - - - - - 1936 Summit, Kansas City, Missouri
Westport - - - - - - - - - - - - - - - - - 319 East 39th, Kansas City, Missouri

Home Economics and Family Life Education

Register through the Office of Home Economics and Family Education – BA. 1-7565, Ext. 233.

High School - Personal Development Courses

Central - - - - - - - - - - - - - - - - - - 3221 Indiana, Kansas City, Missouri
Van Horn - - - - - - - - - - - - - - - - 1109 Arlington, Independence, Missouri
West Junior - - - - - - - - - - - - - - - 1936 Summit, Kansas City, Missouri
Westport - - - - - - - - - - - - - - - - - 319 East 39th, Kansas City, Missouri

Adult Vocational - Technical Education

Manpower Development Training Program, 2323 Grand Kansas City, Missouri – 421-7280
Vocational - Technical Education Office, 1514 Campbell, Kansas City, Missouri – 421-0295

PRACTICAL NURSE EDUCATION, TRADE AND INDUSTRIAL TRAINING, TECHNICAL EDUCATION, BUSINESS EDUCATION, DISTRIBUTIVE EDUCATION

****

Department of Extended Services,
The School District of Kansas City, Missouri

Adult Basic Education
Y. W. C. A. Building
1903 Paseo
Kansas City, Missouri
November 27, 1968

Dear Reverend:

There are many people in need of basic education. For those with less than an eighth grade education, the School District of Kansas City, Missouri is offering an Adult Basic Education - Special Project with the assistance of federal funds from the Office of Education in Washington, D. C. This program is FREE !

We would sincerely appreciate your help in encouraging the members of your congregation that are in need of basic education to participate in our program.

We now have our Program Learning Center in progress. (see enclosed.) If you wish more detailed information, please contact us at 471 - 0775 between 8:00 a.m. to 4:30 p.m.

Sincerely,

Recruitment Staff

THE ADULT LAMPLIGHTER

THE DEPARTMENT OF EXTENDED SERVICES
THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

January-February, 1969 . . . LEARN TO EARN . . . Volume 1, No. 3

Open House for Adult Education Center

Open House on Sunday, January 26, 1969, at the Adult Education Center at 1903 Paseo will herald Adult Education Week activities; highlight of the day will be the appearance of Dr. Joseph Paige, Project Director of the Urban Adult Education Institute, Detroit, Michigan and a leading figure in adult education circles in the nation.

Dr. Paige, a dynamic speaker, will talk about his experience in adult classes. He has served as a consultant for numerous adult basic education seminars at universities around the country. His appearance at the Public Meeting at 4:00 p.m. on Sunday, at the Center, will be his first before the general public in Kansas City.

The recently opened Adult Education Center houses branch offices of the Department of Extended Services of the School District, a Learning Center where adults may do individualized study from early afternoon until late evening and other classrooms where coordinated adult basic education classes are held daily.

Visitors will have the opportunity to view some of latest technological equipment and materials which are especially designed to move adults very rapidly toward the acquisition of basic skills and an eighth grade certificate.

Dates for Evening Sessions Announced

Session III . . . . January 27-March 28
Session IV . . . . March 31-May 29
Summer Session . . . . June 9-August 8

Classes meet for three and one half hours each evening, twice a week, at each school. Hours are from 6:00 p.m. to 9:30 p.m.

ADULT EDUCATION WEEK PROCLAIMED

In a ceremony on the twenty-ninth floor of the City Hall on January 23, 1968, with Mr. James A. Hazlett, Superintendent of Schools, Dr. A. Odell Thurman, Director of Extended Services for the School District and other dignitaries present, Mayor Ilus W. Davis, highest official of Kansas City, proclaimed the week of January 26 to February 1, 1969, Adult Education Week.

Only in recent years has adult education been recognized as a very important facet of the total educational program in communities which have emphasized in the past the education of youth. There is increased desire to return to the classroom to learn or re-learn basic skills, to develop hobbies for leisure hours, to obtain eighth grade certificates or high school diplomas, or to pursue vocational technical courses. A larger number of adults are enrolling in daytime and evening hour classes of their choice.

PROCLAMATION

WHEREAS the future of this city and of the nation is dependent on basic academic attainment, coupled with training in a saleable skill, and the development of an artful use of leisure time as essential for effective living, and

WHEREAS the 1960 Census revealed that there were twenty-five thousand individuals in the Kansas City area who cannot read and write, 119,000 who have not obtained an eighth grade education, and thousands more who have not completed high school:

NOW, THEREFORE, I, ILUS W. DAVIS, MAYOR of the City of Kansas City, Missouri do hereby name and declare the week of January 26 through February 1, 1969 as ADULT EDUCATION WEEK and call upon the citizens of the City of Kansas City to recognize the need for an expansive Adult Education Program and solicit their support of such an endeavor.

Done this 23rd day of January, 1969.

Ilus W. Davis Mayor

Even with increased enrollment, the need for adult education remains great. Thousands upon thousands of adults in the metropolitan area are educationally crippled.

"The hope of members of the Adult Education Week Committee", said Mrs. Antronette Brown, General Coordinator of Adult Education and chairman, "is that the week of activities will bring about an awareness of the constantly expanding program, awaken new interest and inspire many individuals to seek renewed opportunities to learn."

Enrollment in adult basic education reached a new high for the first six months of operation in the current fiscal year according to the Quarterly Report submitted recently.

The cumulative total number of students is 716 since July 1.

6A THE KANSAS CITY STAR
Sunday, January 26, 1969

PLAN SESSIONS ON ADULT EDUCATION

Kansas City School District to Observe a Special Week

SOME EVENTS ARE TODAY

Open House at Learning Center Includes Program With Speakers

Dr. Paige

Adult education will be emphasized at an open house and assemblies this week in a series of programs at adult education centers sponsored by the Kansas City school district.

The programs are in observance of Adult Education week, officially proclaimed by Mayor Davis, which will promote the free classes that are offered to persons who have not finished elementary or high school.

The week's events will begin with an open house today at the new Adult Learning center, 1903 the Paseo, from 2 until 8 o'clock. A special program there at 4 o'clock will feature Dr. Joseph Paige of Washington, a special project director of the Urban Adult Education Institute in Detroit, and Kenneth Jones, a graduate of the school district's adult education program.

Special assemblies are scheduled at two of the centers. Dr. A. Odell Thurman, director of the school district's extended services division, and Ernie Mehl, former sports editor for The Star, will speak at 9 o'clock Wednesday night at Westport high school, 315 East Thirty-ninth street.

Ed Fink, The Star's promotion director, will address the Garrison adult education classes, 553 Tracy avenue, Wednesday.

Courses at the center are free to persons over 18 who have not completed grade school and youths from 16 to 20 who have not obtained a high school diploma.

A daytime center is operated at Garfield elementary school, 421 Wabash avenue, from 8:30 to 12 o'clock Thursday and Friday mornings. The learning center is open without charge from 1 to 9 o'clock Monday through Friday.

Classes at the other centers meet from 6 to 8:30 o'clock two evenings a week.

The centers:

Central high school, 3221 Indiana avenue; Van Horn high school, 1109 Arlington avenue, Independence; West Junior high school, 1736 Summit street, and Westport high school.

PUSH HERE PUSH HERE

PURE-PAK®

TO OPEN

FAIRMONT

VITAMIN D

MILK

Grade A

PASTEURIZED HOMOGENIZED

NEED EDUCATION?

• • • • LEARN TO EARN • • • •

OPEN HOUSE
ADULT EDUCATION AND LEARNING CENTER

1903 PASEO
KANSAS CITY, MO.
2:00 PM TO 8:00 PM

DAY CLASSES...EVENING CLASSES
MANY LOCATIONS
GET FACTS ABOUT ENROLLING

ADULT EDUCATION WEEK

JANUARY 26, 1969 . . . FEBRUARY 1, 1969

DEPARTMENT OF EXTENDED SERVICES
SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
6211-69-1H

FAIRMONT

PASTEURIZED HOMOGENIZED

MILK

VITAMIN D

happy go healthy flavor

Grade A

ONE HALF
GALLON LIQUID

SAFEWAY

ADULT EDUCATION WEEK
JAN. 26 to FEB. 1

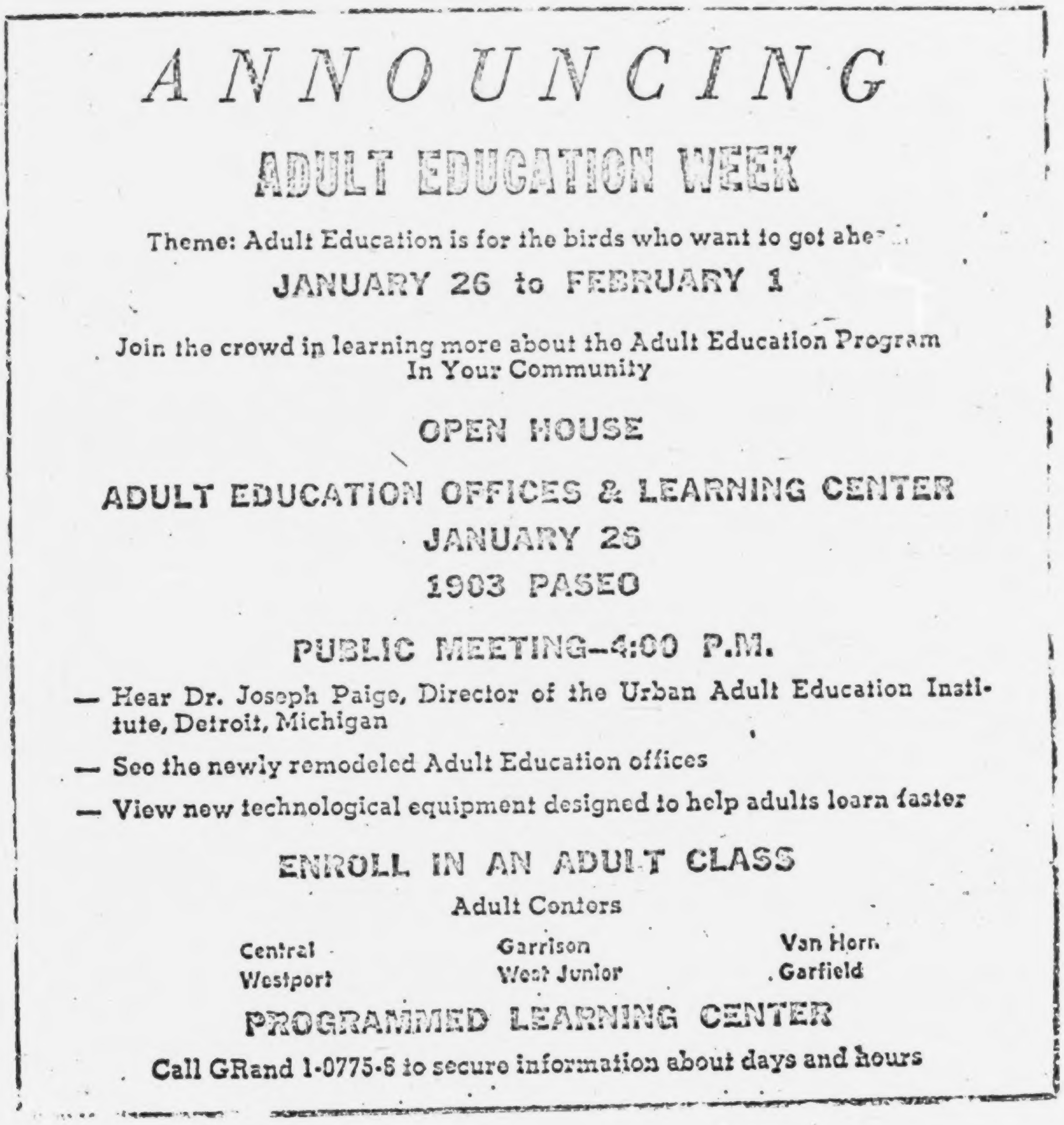
You need High School for a good job. Contact the School Districts Department of Extended Services for information. Call GR 1-0775.

4D THE KANSAS CITY TIMES Thursday, January 23, 1969

UNITED SUPERS

UNITED SUPERS SALUTE ADULT EDUCATION WEEK

Next week is Adult Education Week in Kansas City and United Supers urge you to attend an Open House January 26 at 1903 The Paseo from 2 to 5 p.m. WE SALUTE ADULT EDUCATION WEEK.



ANNOUNCING

ADULT EDUCATION WEEK

Theme: Adult Education is for the birds who want to get ahead

JANUARY 26 to FEBRUARY 1

Join the crowd in learning more about the Adult Education Program
In Your Community

OPEN HOUSE

ADULT EDUCATION OFFICES & LEARNING CENTER
JANUARY 26
1903 PASEO

PUBLIC MEETING—4:00 P.M.

- Hear Dr. Joseph Paige, Director of the Urban Adult Education Institute, Detroit, Michigan
- See the newly remodeled Adult Education offices
- View new technological equipment designed to help adults learn faster

ENROLL IN AN ADULT CLASS

Adult Centers

Central	Garrison	Van Horn
Westport	West Junior	Garfield

PROGRAMMED LEARNING CENTER

Call GRand 1-0775-8 to secure information about days and hours

THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
SPECIAL PROJECT ADULT BASIC EDUCATION
1903 Paseo Boulevard
Phone: 471-0775

January , 1969

Kansas City, Missouri

Dear Reverend:

We would like very much to be of service to you in the religious education development of your Church. The new year has just begun. Long before it ends, we would like to see members of your congregation who cannot read or who read with difficulty reading the Bible and other Church literature with greater understanding.

We are observing Adult Education Week from January 26 to February 1. On January 26 there will be an Open House at the YWCA building, 1903 Paseo, between 2 p.m. and 8 p.m. so that people can come to visit our Learning Center. There will be a Public Meeting at 4 p.m. with a speaker and some musical numbers. During the rest of the week other adult education centers will be open for observation.

We sincerely invite you and your congregation to come to see our Center on the 26th or later in the week. If any members are interested in learning to read better, or in improving their education in other ways, we would be delighted to have them enroll while they are here. We do hope you will come.

Sincerely,

William R. Tillmon, Director
Special Project
Adult Basic Education

Announcing -

ADULT EDUCATION WEEK

JANUARY 26 - FEBRUARY 1, 1969

Join the crowd in learning more about the
Adult Education Program in our community

OPEN HOUSE

ADULT EDUCATION OFFICES AND LEARNING CENTER

1903 PASEO JANUARY 26, 1969 2-8:00 PM

PUBLIC MEETING - 4:00 P.M.

- Hear Dr. Joseph Paige, Director of the Urban Adult Education Institute, Detroit, Michigan
- See the newly remodeled adult education center
- View new technological equipment designed to help adults learn faster

ENROLL IN AN ADULT CLASS!

ADULT CENTERS

CENTRAL
GARRISON
VAN HORN

WESTPORT
WEST JUNIOR
GARFIELD

PROGRAMMED LEARNING CENTER

CALL GRAND 1-0775-6 TO SECURE INFORMATION ABOUT DAYS AND HOURS

THE KANSAS CITY STAR 3

Friday, January 24, 1969

Week Is Designated for Adult Education

Mayor Ilus W. Davis has proclaimed next week as Adult Education Week in Kansas City.

He pointed out the 1960 census revealed 25,000 individuals in Kansas City cannot read and write, 119,000 more lack an eighth grade education and thousands more failed to complete high school.

Asserting that the future of the city and nation are dependent on basic academic skill, the mayor urged citizens to recognize the need for an expansive adult education program.

WEEK OF JAN. 24 To JAN. 30, 1969

THE CALL, KANSAS CITY, MO.

Open House And Program At Adult Education Center Sunday

The first annual Adult Education Week sponsored by the School District and proclaimed by Mayor Ilus Davis will be observed in Kansas City next week, January 26-February 1.

Highlight of the week will be Open House activities scheduled for the recently opened Adult Education Offices and Learning Center at 1903 Paseo on Sunday, January 26, from 2 to 8 p.m. Visitors will have the opportunity to view the Adult Education offices, Special project offices, the Programmed Learning Center, and classrooms.

The latest technological equipment and adult oriented materials will be on display. These materials are designed to assist adults in mastering basic skills and in moving them with great speed through Levels of Achievement toward an eighth grade certificate and ultimately a high school diploma.

At 4 p.m., a public meeting will be held.

Dr. Joseph Paige, special project director of the Urban Adult Education Institute in Detroit, Mich., a dynamic speaker who has served as consultant for University designed seminars in adult basic education, will be the main speaker.

Kenneth Jones, a former adult basic education student who has successfully moved to a good paying job, will tell his success story. Mr. Jones moved from a beginning reading class to vocational training above the eighth grade and to a good job. He moved from welfare rolls to self sufficiency.

Music will be supplied by the choir of St. Stephen Baptist church under the direction of Mrs. Doris Shelton Bridgewater.

Several evening schools are observing the week with special assemblies.

Ernie Mehl, former sports editor of the Kansas City Star, will appear in an assembly on Wednesday evening, Jan. 29, at 8 p.m. at Westport evening school. Dr. A. Odell Thurman, director of extended services will also appear. Don Tira is director of the vening school.

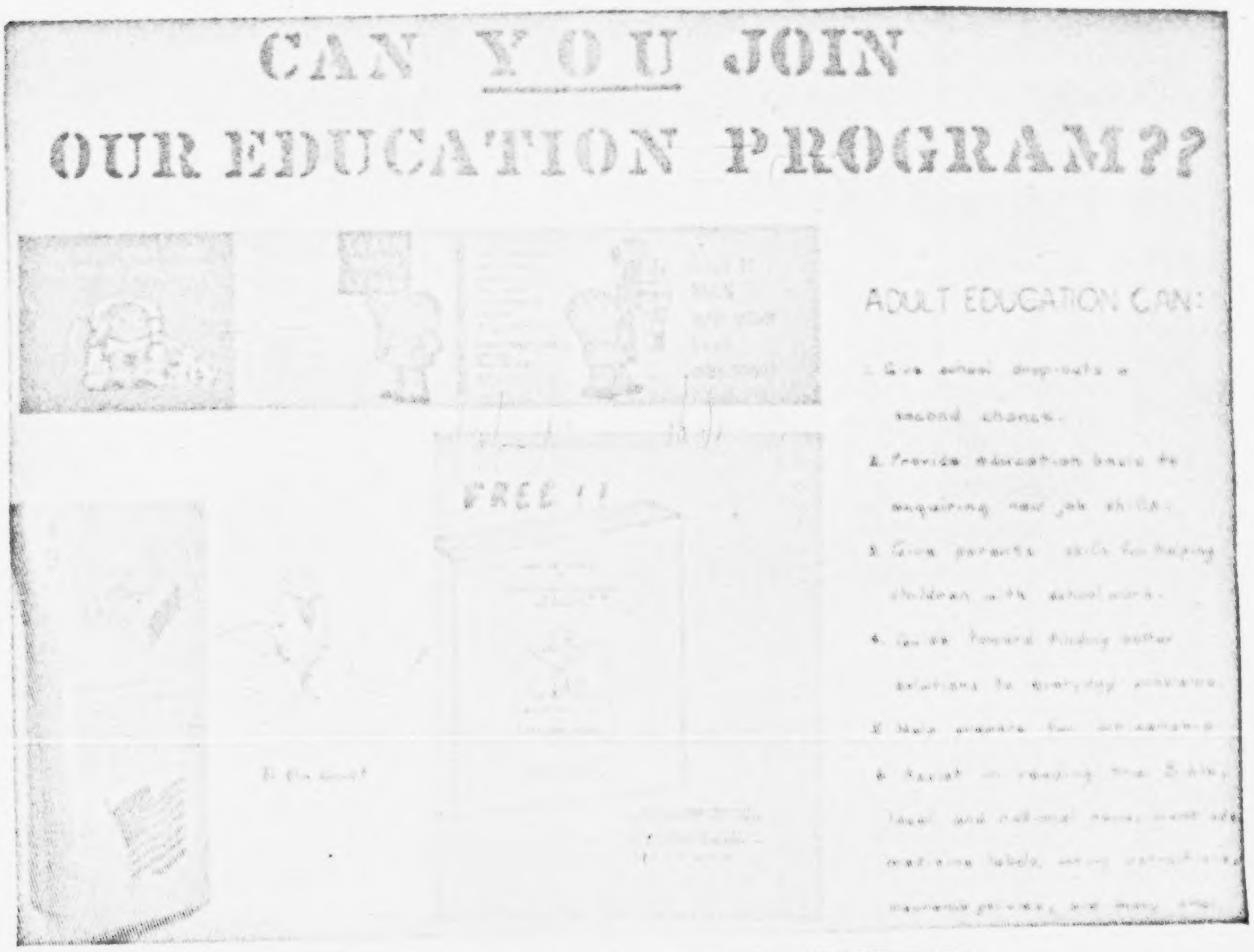
At Garrison, Ed Fink of the Kansas City Star, will appear on an assembly program for adult basic education classes, on Wednesday, January 29.

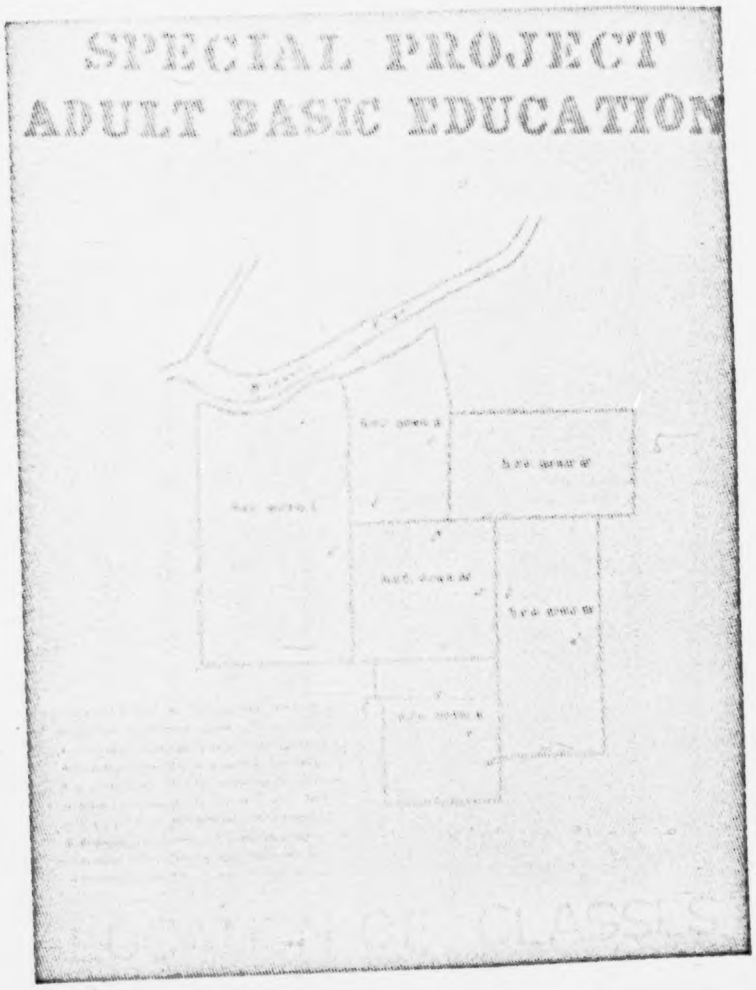
Percy Caruthers, director of Central evening school, has scheduled an assembly at which former evening school graduates will appear.

THE DEPARTMENT OF EXTENDED SERVICES
THE SCHOOL DISTRICT OF KANSAS CITY, MISSOURI
CORDIALLY INVITES YOU TO ATTEND
OPEN HOUSE
FOR THE
ADULT EDUCATION AND LEARNING CENTER
1903 PASEO, KANSAS CITY, MISSOURI
DURING
ADULT EDUCATION WEEK
ON SUNDAY, JANUARY TWENTY-SIXTH
NINETEEN HUNDRED AND SIXTY-NINE
FROM TWO TO EIGHT IN THE AFTERNOON
PROGRAM — 4:00 P.M.

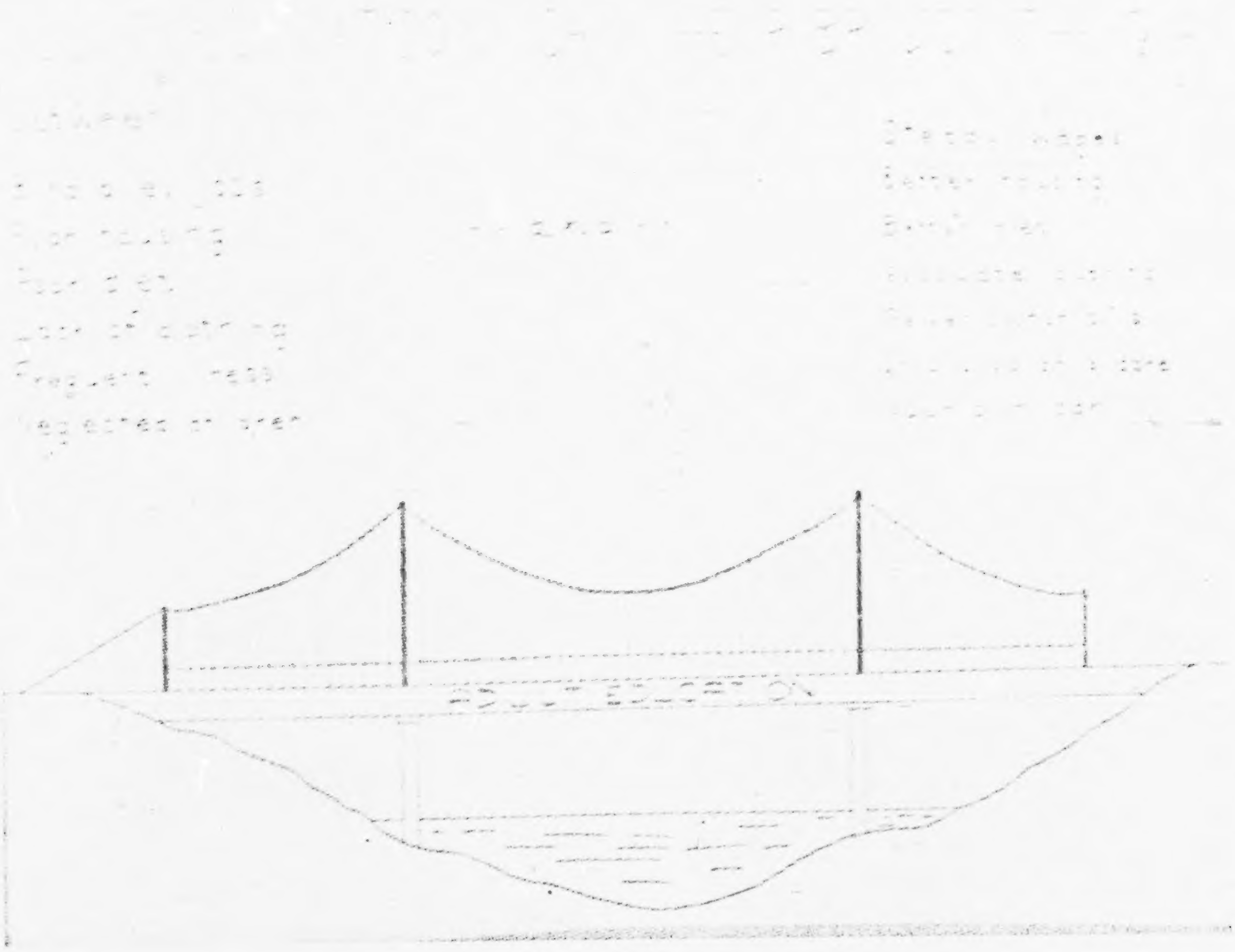
Five hundred invitations were sent out announcing Open House and Adult Education Week

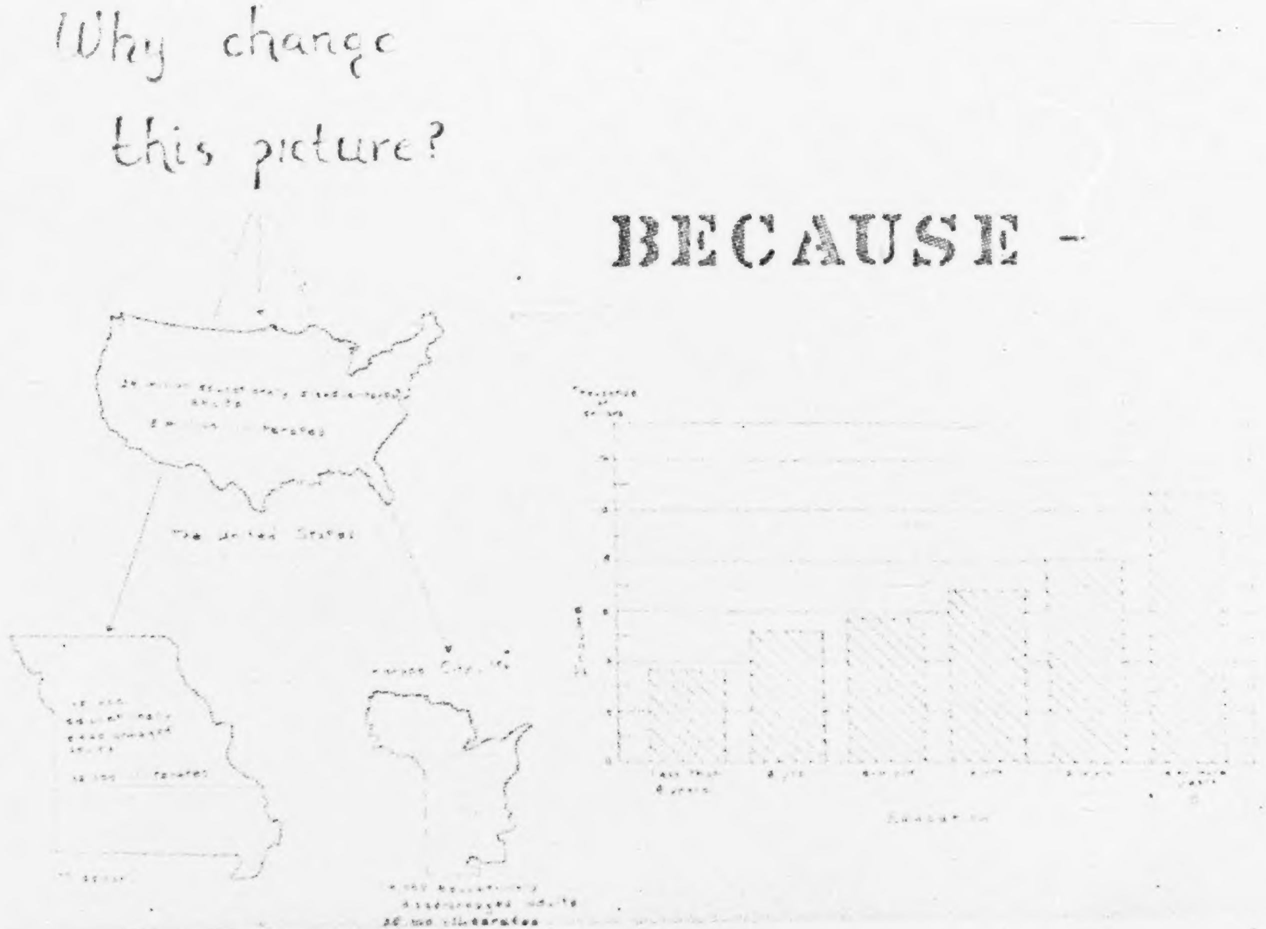
Posters Displayed During Adult Education Week


CAN YOU JOIN
OUR EDUCATION PROGRAM??
FREE !!
ADULT EDUCATION CAN:
1. Give school drop-outs a second chance.
2. Provide education basic to acquiring new job skills.
3. Give parents skills for helping children with school work.
4. Guide toward finding better solutions to everyday problems.
5. Help prepare for citizenship.
6. Assist in reading the Bible, local and national news, want ads, medicine labels, recipe instructions, insurance policies, and many other

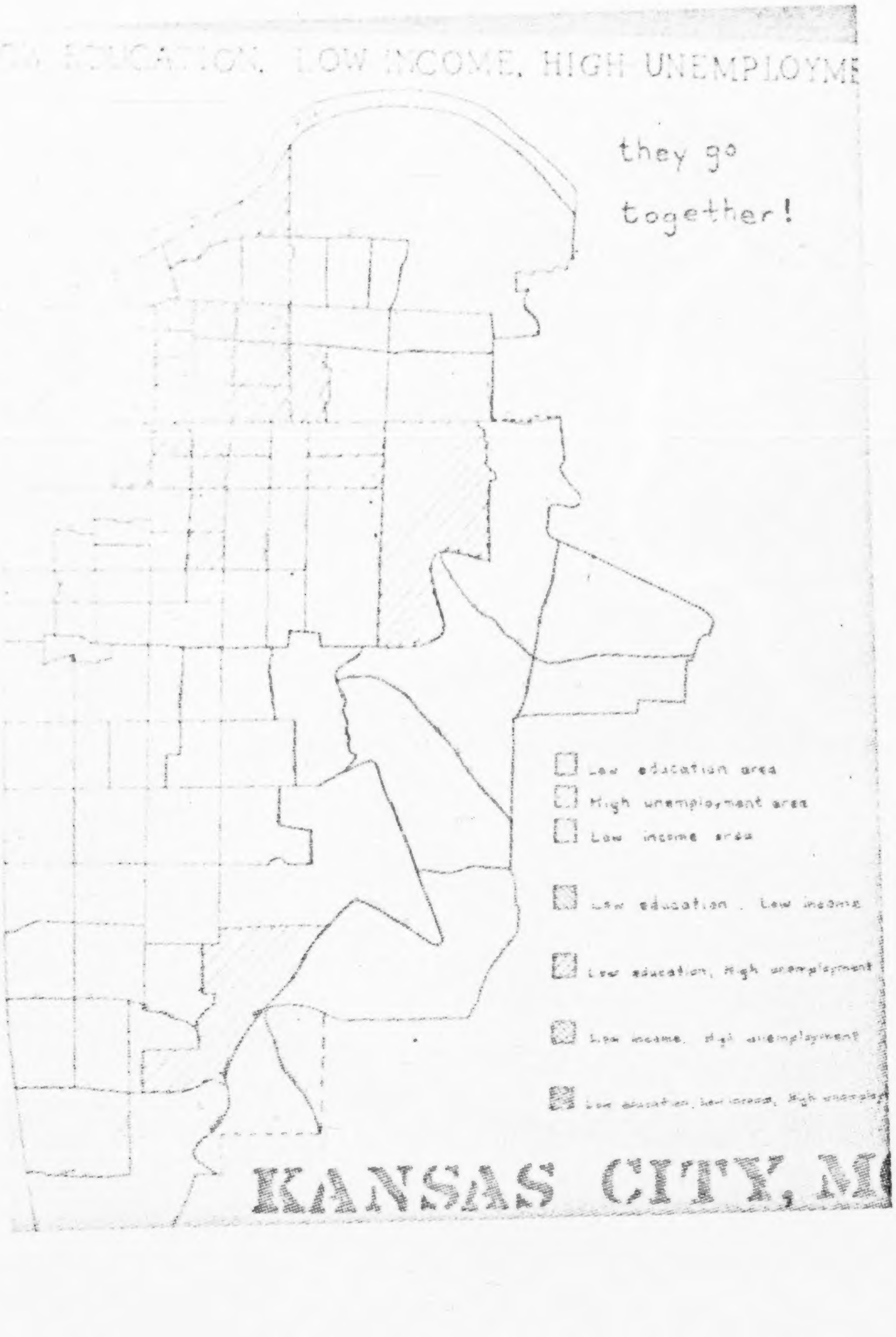

SPECIAL PROJECT
ADULT BASIC EDUCATION
CLASSES

Posters Displayed During Adult Education Week


Poor housing
Poor diet
Lack of clothing
Frequent illness
Neglected children
Steady wages
Better housing
Adequate clothing
ADULT EDUCATION


Why change
this picture?
BECAUSE -
The United States
illiterates
educationally disadvantaged adults
Less than 8 years
Education

Posters Displayed During Adult Education Week


EDUCATION, LOW INCOME, HIGH UNEMPLOYME
they go
together!
Low education area
High unemployment area
Low income area
Low education, Low income
Low education, High unemployment
Low income, High unemployment
Low education, Low income, High unemploy
KANSAS CITY, M

The School District of Kansas City, Missouri
The Department of Extended Services
Board of Education Building
1211 McGee
BA 1-7565

MEMORANDUM

To: Business firms, agencies and other organizations

From: Mrs. Antronette Brown, General Coordinator, Adult Education

Date: January, 1969

Re: Adult Education Week, January 26 - February 1, 1969
Theme: Adult Education is for the birds...who want to get ahead.

The Department of Extended Services of the School District of Kansas City, Missouri, announces plans for Adult Education Week, January 26 - February 1, 1969. We invite you to join us as we observe a kind of education that is gaining new status in America - Adult Education.

Only in recent years has our nation placed emphasis upon the importance of adult education. Faced with census reports of the vast number of illiterate and near illiterate persons who find themselves unable to cope with the economic demands of society, and presented with statistics indicating the increased number of families needing welfare aid, government and school turned to education as a means of solving these problems.

Adult Education Week in Kansas City will serve as a vehicle to make citizens aware of the growing number of educational opportunities in the area.

We ask you to join us in our adult education week activities. The suggested role that you may play is described below:

If you publish a bulletin, pamphlet or buy newspaper space, will you include a display ad or story about Adult Education Week?

May we send a speaker to your meeting or assembly?

Will you distribute flyers to persons in your organization who might profit by receiving them? If so, how many do you want?

Do you have a further suggestion for observation of adult education week?

IT'S TIME TO LEARN

SOMEWHERE

CHOOSE FROM THESE 13 HOURS OF INSTRUCTION

IN CLASSES SPECIALLY DESIGNED FOR ADULTS

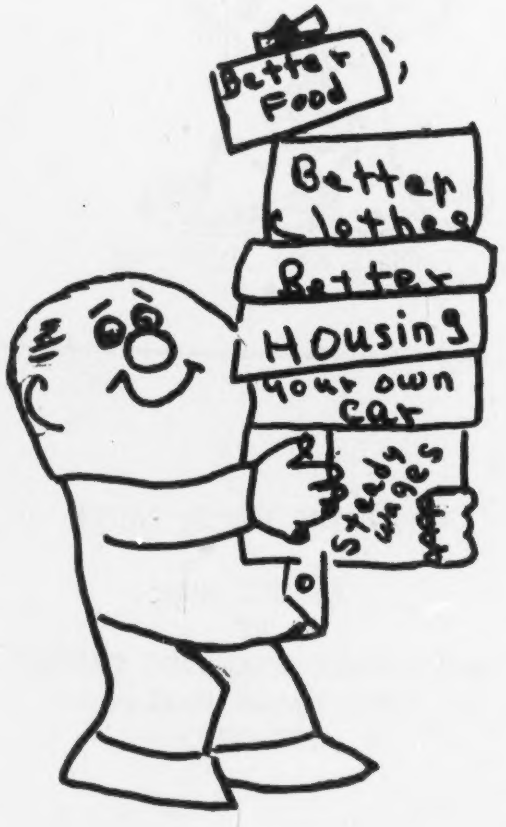
8:30 A.M. - 12:00 Noon Adult Basic Education Thursday/Friday	Garfield, 421 Wabash Call GR 1-0775
8:30 A.M. - 3:15 P.M. Adult Basic Education Daily, Monday through Friday	Enter class through these federal agencies: WIN - 531-2863 CEP - 861-9377 NYC - 483-4986 Call for details
1:00 P.M. - 9:00 P.M. Adult Basic Education Daily, Monday through Friday	Walk into our Programmed Learning Center 1903 Paseo, and choose your own class hours Call GR 1-0775
6:00 P.M. - 9:30 P.M. Adult Basic Education High School Classes GED Hobby Courses	Central 924-0452 Garrison 842-3587 Van Horn 254-8111 West Junior 421-1458 Westport 931-3439 (Call after 6:00 P.M.)
Varied Hours	Armchair classes may be held in your neighborhood in somebody's home.

The Department of Extended Services - Division of Adult Education
The School District of Kansas City, Missouri

ARE YOU TIRED OF THIS SITUATION?

TAKING IT LIGHTLY WON'T HELP YOU!

HOW ABOUT IT?


Better Food
Better Clothes
Better Housing
Your own Car
Steady wages

MOVE AHEAD

QUALIFY FOR EARNING BY LEARNING

LEARN TO
READ
WRITE
FIGURE

IT WILL HELP YOU
STRETCH YOUR
DOLLAR

RESULTS:

A Better Job

More Skills

More Satisfactions:

On The Job

As A Parent

As A Citizen

Get the message?

By attending the PROGRAMMED LEARNING CENTER, you can progress at your own speed.

COMPLETE

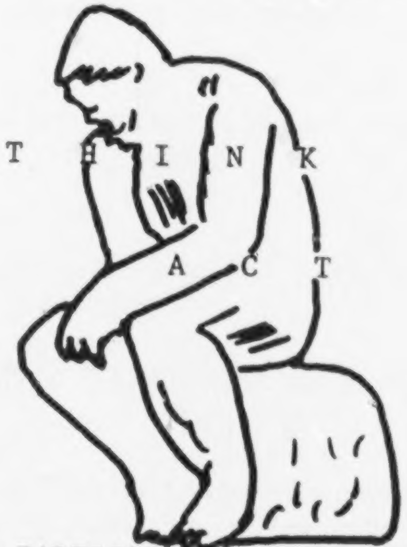
3 Grades in 6 weeks

6 Grades in 12 weeks

8 Grades in 18 weeks

Pick your own hours.

The Center is open 1:00 p.m. to 9:00 p.m.
Daily - Monday through Friday



YOUR PARTICIPATION IS WELCOMED

* * * * * * * * *

Call US!

ADULT EDUCATION PROGRAMS

ADULT BASIC EDUCATION

Adult Education & Learning Center
1903 Paseo, Kansas City, Missouri
471-0775

Central
3221 Indiana, Kansas City,
Missouri

Garfield
421 Wabash, Kansas City,
Missouri

Garrison
553 Tracy, Kansas City,
Missouri

Van Horn
1109 Arlington,
Independence, Missouri

West Junior
1936 Summit, Kansas City,
Missouri

Westpor
319 East 39th, Kansas City,
Missouri

HOME ECONOMICS AND FAMILY LIFE EDUCATION

Register through the Office of Home Economics and Family Education - BA.1-7565-Ext.233

ADULT EDUCATION PROGRAMS (CONT'D)

HIGH SCHOOL - PERSONAL DEVELOPMENT COURSES

Central, 3221 Indiana,
Kansas City, Missouri

Van Horn, 1101 Arlington
Independence, Missouri

West Junior, 1936 Summit,
Kansas City, Missouri

Westport, 319 East 39th,
Kansas City, Missouri

ADULT VOCATIONAL-TECHNICAL EDUCATION

Manpower Development Training Program
2323 Grand, Kansas City, Missouri
421-7280

Vocational-Technical Education Office
1514 Campbell, Kansas City, Missouri
421-0295

PRACTICAL NURSE EDUCATION, TRADE AND INDUSTRIAL TRAINING, TECHNICAL EDUCATION, BUSINESS EDUCATION, DISTRIBUTIVE EDUCATION

DEPARTMENT OF EXTENDED SERVICES

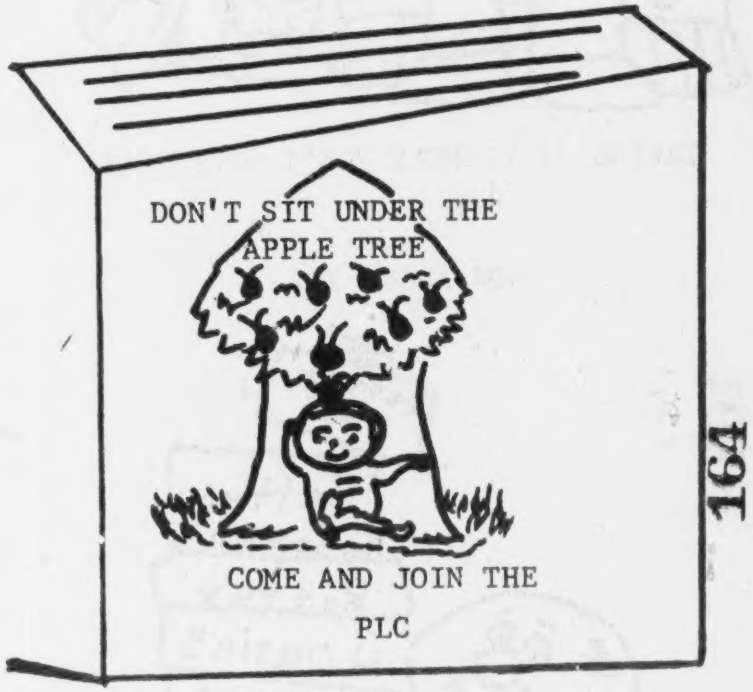
THE SCHOOL DISTRICT
OF
KANSAS CITY, MISSOURI

F R E E

ADULT

BASIC

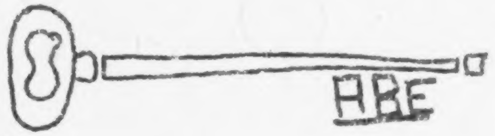
EDUCATION


DON'T SIT UNDER THE APPLE TREE
COME AND JOIN THE PLC

LEARNING NEVER ENDS

ENROLL NOW!
AT
PROGRAMMED LEARNING CENTER
1903 Paseo Boulevard
471-0775

THE RECRUITMENT DIVISION OF THE SPECIAL PROJECT - ADULT BASIC EDUCATION PROGRAM



Presents A

Certificate of Appreciation

To

____

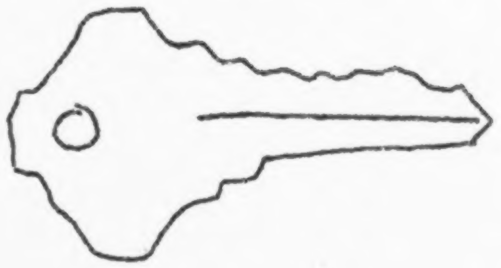
The Warmth and Comfort of whose Home was Made Available for the Conducting of

ADULT ARMCHAIR BASIC EDUCATION CLASSES

Presented this _____ day of ________________, 19____.

____
COORDINATOR, for Recruitment

____
RECRUITER



SPECIAL PROJECT

ADULT BASIC EDUCATION PROGRAM

THE RECRUITER OF THE MONTH AWARD IS PRESENTED TO ______________________________

FOR OUTSTANDING RECRUITMENT EFFORTS FOR THE SPECIAL PROJECT IN ADULT BASIC EDUCATION.

PRESENTED THIS _____ DAY OF _____________, 1969.

WITH SINCERE APPRECIATION

Joyce J. Brown

COORDINATOR FOR RECRUITMENT

Recruitment Handbook

1969

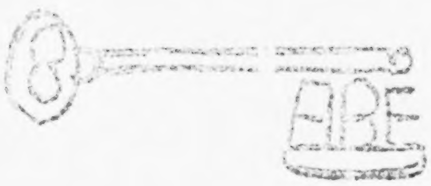


TABLE OF CONTENTS

ADULT BASIC EDUCATION PROGRAM:

I. RECRUITMENT STAFF

- A. Mrs. Joyce Brown,
  Recruiter-Coordinator
- B. Mrs. Dorothy Alexander,
  Recruiter - Area # 4
- C. Mrs. Cletil Carrigan,
  Recruiter - Area # 5
- D. Mr. William Patterson,
  Recruiter - Area # 6
- E. Mr. Wendell Pride,
  Recruiter - Area # 2

II. INTRODUCTION TO - ADULT BASIC EDUCATION

- A. Recruiter Requirements
- B. Staff
- C. Project Reports
- D. Inter Agency Cooperation
- E. Recruitment Needs
- F. Holding Power
- G. Accomplishments
- H. Obstacles in Recruiting

    I. Short term Objectives
    J. Recruiter Suggestions
    K. Recommendations

III. ADVERTISEMENT
    A. News Releases
    B. Brochures

IV. WORK FORMS

V. RECRUITER DATA
    Tactics Used
        1. Introduction
        2. Purpose
        3. Results
        4. Recruiter Remarks

This Recruitment Handbook was prepared by the Recruitment Department of the Special Project - Adult Basic Education Program.

From the Desk of the

RECRUITER COORDINATOR

In its broader sense the purpose of the Adult Basic Education Program is to improve the climate of our poverty community by bringing a broad based and informal program of basic education. Adult Basic Education is designed as a new approach to providing educational experiences for adults which will increase their knowledge and understandings, change their attitudes and values, and enable them to acquire new skills.

We go from here to the Department of Recruitment which is the foundation of the program. The primary approach lies in face-to-face contact with the target population. The key to successful recruiting is the motivation of people who are not receptive to formalized learning situations to re-enter a variety of Adult Basic Education programs. Our recruiters must possess the following characteristics in order for our recruitment efforts to be successful:

(1) ability to motivate people
(2) ability to relate well to people
(3) ability to get along with people
(4) flexibility (with emphasis on working hours)

In the beginning, it is important that our recruiters be well informed of the program needs and sensitive to the needs of our hard-core, uneducated, undereducated, unemployed and underemployed citizens. They truly must feel their job as recruiters in order to be responsible ones.

The recruitment division will not be effective unless the recruiters believe in their product, in order to sell it successfully. Their attitudes must be with feeling of importance in what they are attempting to do, and that they too are important to the program.

RECRUITERS ARE A MUST! Thus, by the recruiters having a firmly committed administrative staff, they too will be committed. There is no room for "professional vs. para-professional." A staff that is not together in its presentation has a program of non togetherness, which will result in total failure.

Results can be gained with the following in mind:

(1) Freedom from administrative problems
(2) Excellent coordinated efforts
(3) Superb team conception

However, the recruiters themselves, must be free of hangups that would result in inefficiency.

There must definitely be complete control in the area of recruitment by the individual directly responsible. Recruiters should be on a three month probationary period. However, if proven satisfactory, there should be a chance for advancement for them. It is my feeling that by not creating dead-end jobs, you will eliminate built in hazzards.

RECRUITER REQUIREMENTS

I. Canvass neighborhoods in their assigned areas

- a. door-to-door contact
- b. business establishments
- c. inter-agency contacts
- d. various other types of recruitment as so directed
- e. meet with church groups, civic and social as well
- f. recruit homes located in the poverty communities which will serve as class locations for residents of the target areas
- g. recruit people for participation in our program learning center

RECRUITER REQUIREMENTS CONTINUED

h. write reports as requested
i. complete in detail daily recruiter work sheet
j. report on pertinent information, including tactics used, successes and failures, stating reasons for same -- due monthly
i. report on referrals made
j. follow-up recruitment

STAFF

In reference to recruiters, there should be an intergrated staff of recruiter employees. It is necessary for the following persons to be included in our staff of recruiters for future use.

(1) Mexican American - Male or Female

(2) Caucasian - Male or Female

There is a definite need for a person on the recruitment staff to serve as Follow-up Specialist. This individual could also serve in the capacity as Assistant Coordinator.

There should always be something constructive for recruiter involvement. In the case of inclement weather we have an indoor work file, and for any emergency that might occur an emergency work file is on hand at all times for recruiter usage. It has been established that 95% of the recruiters time should be spent in the field. It is a mistake to permit a great deal of office work for them.

PROJECT REPORT

During the 24 week involvement with the Special Project in Adult Basic Education, a total of 2,347 persons in the target area have been contacted. Various types of recruitment efforts have occurred during this time period. They are as follows:

(1) Grocery stores
(2) Police Department
(3) Court House
(4) Churches
(5) Organizations -- social, civic, etc.
(6) Pool Halls
(7) Taverns
(8) Bowling Alleys
(9) Hospitals
(10) Chamber of Commerce
(11) Downtown - Corner Project
(12) Coin operated laundries
(13) Inter-agency cooperation

All of the projects were quite successful with the exception of recruiting in pool halls and taverns. Our main objective was to publicize our program as much as possible. With emphasis on publicity, we are using local news media and radio advertisements to serve as an assistantance in our advertisement efforts.

A creative and innovative method used in our recruitment department, was to utilize initial recruiter ideas as a part of their work schedule for a two-week period without direct supervision.

INTER-AGENCY COOPERATION

There has been much accomplished through inter-agency cooperation. We have worked closely with the following:

(1) Missouri State Employment Security
(2) Operation Main Stream
(3) Jackson County Welfare Office
(4) Concentrated Employment Office
(5) Work Incentive Program

We have under taken the responsibility of making referrals to the people we contact. Many of them are burdened down with problems and are in need of referral services.

As in any operation, there are problem areas. Two of our major handicaps have been transportation and inclement weather. It is hoped that when weather conditions improve, more participation in our Program Learning Center will occur.

RECRUITMENT NEEDS

It is mandatory that the following information be submitted regularly to the Recruitment Department:

(1) Feedback on all present enrollees
(2) Feedback on all new enrollees
(3) Feedback on enrollees in the Programmed Learning Center
(4) Feedback on new enrollees in the Programmed Learning Center

It is necessary that complete coordinated efforts in this area exclusively be 100%. It is also necessary that complete control be at the maximum level.

HOLDING POWER

There is no concrete way of holding clients after reaching them. One of the most effective way to hold client interest is to keep in contact with them at all times, which is labeled in our operation as "follow-ups." The second best method for holding power can be obtained by visiting the classes that have been recruited at least once per month.

ACCOMPLISHMENTS

The following concrete accomplishments have been made:

(1) Seven Arm Chair Classes in operation
(2) Programmed Learning Center Participation

There are many persons throughout our community in need of basic education. We sincerely hope our untiring efforts will enable us to reach the majority of our people who are do desperately in need of our services.

OBSTACLES IN RECRUITING

The following is a list of some of our clients' reasons for not participating in our program:

(1) Too old
(2) No transportation
(3) No babysitter
(4) No teacher interest
(5) Inconvenient
(6) Physical handicaps
(7) Shy
(8) Nothing to wear
(9) Too many problems that would interfere with their attending

When trying to encourage people to participate, especially the hard core, you must have an answer for all their objections.

SHORT TERM RECRUITMENT OBJECTIVES:

The Recruitment Department for the Special Project in Adult Basic Education has proposed the following short term objectives for a three month period: (MARCH, APRIL & MAY - 1969)

(1) Recruit in large business concerns
(2) Develop promotion packets for distribution
(3) Develop more promotion material
(4) Recruit for more Program Learning Center participation
(5) Recruit for more people to participate in our Adult Basic Education Program in general
(6) Involvement of more inter-agencies in our program
(7) Use video tape in recruiting
(8) Provide various types in in-service training for our recruiters
(9) Engage in more public speaking

RECRUITER SUGGESTIONS: 10/28/68

I. Counseling Services

A. Provide counseling for recruits

1. Educational
2. Managing
3. Economics

II. Resource Services

A. Provide resource information

1. Social Security benefits
2. V. A. benefits
3. Paid-up insurance

III. News media

A. Keep in touch with newspaper (reading)

IV. Salesmanship

A. Low pressure

B. Informative

C. Result getting

V. Securing information

A. Develop ability and/or technique of finding out what you want to know without really asking

1. employed
2. under employed
3. educated
4. under educated
5. etc.

VI. Meetings

A. Take the initiative to attend

1. community meetings
2. neighborhood clubs
3. PTA
4. etc.

VII. Develop techniques for determining why the hard core do not respond favorably

ADVERTISEMENTS FOR RADIO AND TELEVISION STATIONS

I. **ADULTS**
Free Basic Education
Call - 471-0775

II. **ADULTS**
Learn the 3 R'S Free
Call - 471-0775

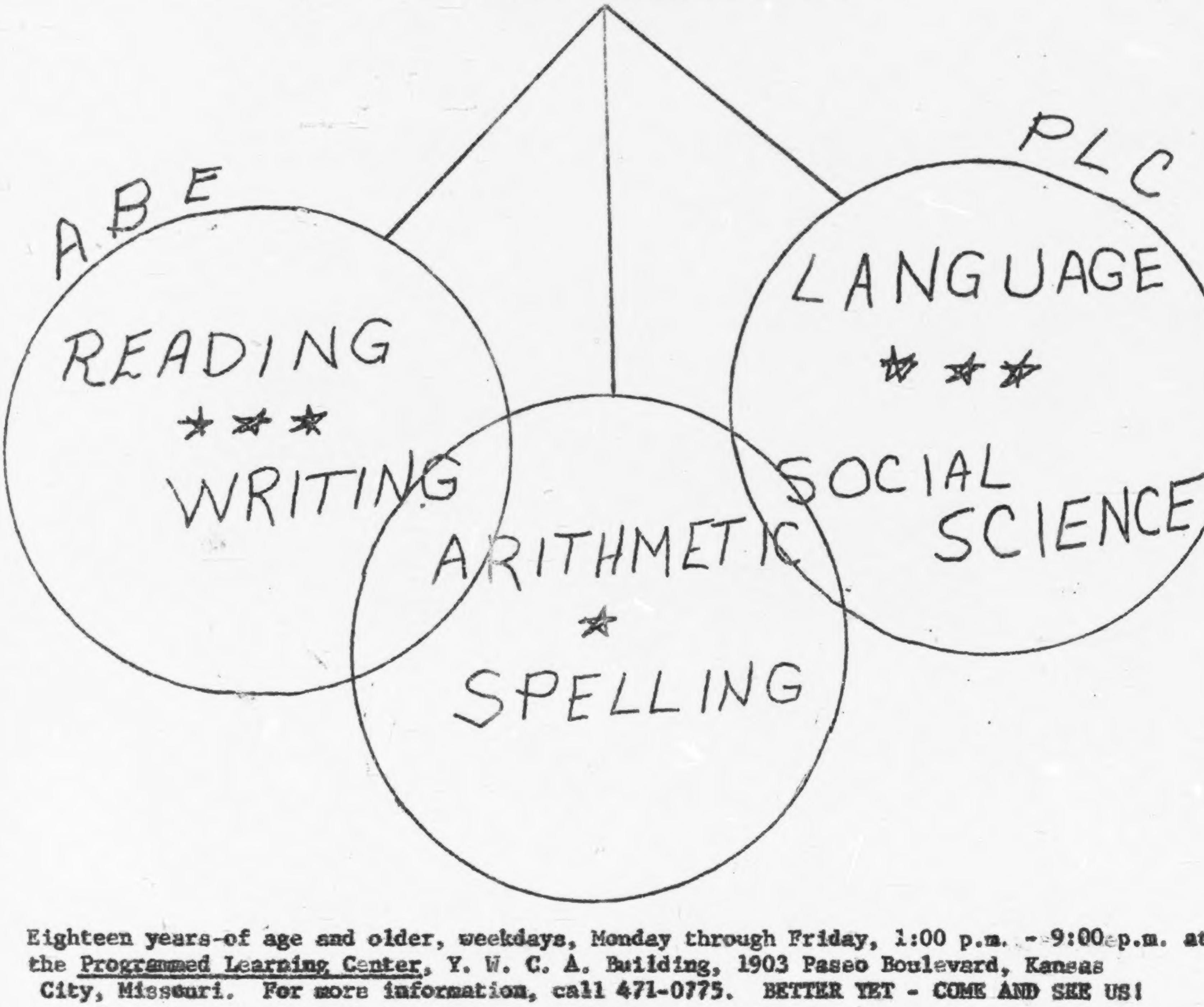
III. **ADULTS**
Earn an 8th Grade Certificate
FREE
Call - 471-0775

IV. **ADULTS**
Need an 8th Grade Education?
Earn it at no Cost
Call - 471-0775

V. **ADULTS**
In Need of an 8th Grade Education?
Enroll Now! FREE
Call - 471-0775

FREE

WE ARE GIVING FREE LESSONS TO ADULTS


ABE
PLC
READING
★★★
WRITING
LANGUAGE
★★★
SOCIAL SCIENCE
ARITHMETIC
★
SPELLING

Eighteen years-of age and older, weekdays, Monday through Friday, 1:00 p.m. - 9:00 p.m. at the Programmed Learning Center, Y. W. C. A. Building, 1903 Paseo Boulevard, Kansas City, Missouri. For more information, call 471-0775. BETTER YET - COME AND SEE US!

TODAY

FOR IMMEDIATE RELEASE

TO: All News Media

FROM: Office of the Recruiter Coordinator

DATE: December 17, 1968

RE: Federal Grant for the Special Project in ADULT BASIC EDUCATION

The School District of Kansas City, Missouri received a grant from the Department of Health, Education and Welfare through the Office of Education in Washington, D. C., for a Special Project in Adult Basic Education that is now under way. This program has Arm Chair Classes in progress, and a Programmed Learning Center.

The main objective of the program is to provide in 18 weeks, an adult with less than an eighth grade education an elementary certificate. THIS PROGRAM IS FREE!

Any adult interested in earning an eighth grade certificate, please contact the Center at 1903 Paseo, Kansas City, Missouri, or call - 471-0775.

Adults - Want to get an eighth grade certificate?

This message is for YOU!

If you are eighteen years of age and older, and in need of basic education, grades one through eight, you can enroll now without charge. This is your second chance! Adult education has helped thousands of men and women to get a better job, to get salary increases, to live happier and fuller lives. In today's rapidly changing world, adult education is not a luxury, it is a necessity of adult life. Brighten your life by enrolling in an Adult Basic Education Class. Start now to prepare yourself for the change -- in your neighborhood, in your community, and in your nation. Find out what kinds of basic education classes are offered. Remember it's free! For more information, call - 471-0775.

DON'T PUT OFF TOMORROW WHAT
YOU CAN DO TODAY!

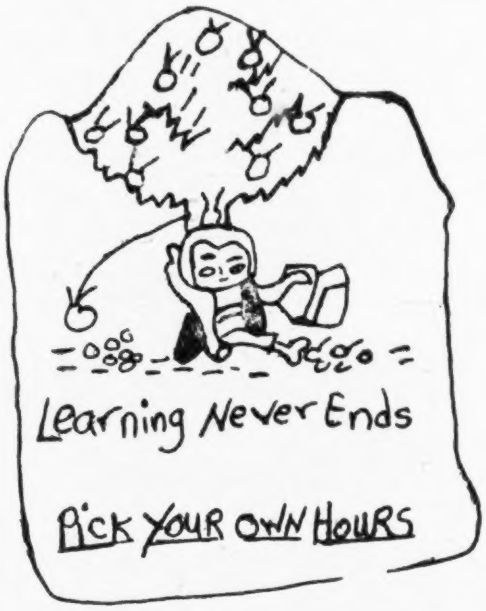
ADULTS - - - - - - - - - - LEARNING NEVER ENDS

Are you in need of Basic Education, grades one through eight? Is it too inconvenient for you to join one of the ongoing classes in your community? Why don't you enroll in the PROGRAMMED LEARNING CENTER at 1903 Paseo Boulevard, Kansas City, Missouri? The Center is open weekdays, Monday through Friday, 1:00 P.M. to 9:00 P.M. Choose your own hours, and progress as fast as you can. It's free! For more information call 471-0775.

FREE ! !

SPEED YOUR EDUCATION
By

Coming to the Learning Center
Y. W. C. A. Building
1903 Paseo Blvd.


Learning Never Ends
Pick YOUR OWN HOURS

Monday thru Friday
1:00 p.m. to 9:00 p.m.

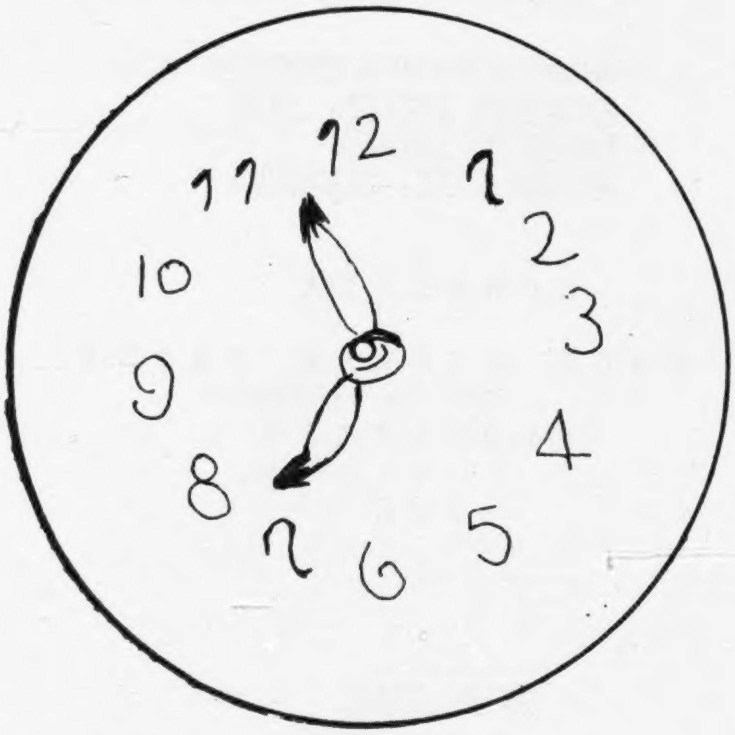
Earn an 8th GRADE CERTIFICATE
FROM THE KANSAS CITY PUBLIC SCHOOLS

A teacher will be here to help you use the materials and equipment.

Progress as fast as you can.

RESTRICTED FOR

ADULTS ONLY


12
1
2
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6
7
8
9
10
11

IS TIME RUNNING OUT ON YOU?

THE ADULT BASIC EDUCATION PROGRAM IS DESIGNED EXCLUSIVELY FOR ADULTS 18 YEARS OF AGE AND OLDER.

WALK IN TO OUR PROGRAM LEARNING CENTER, 1903 PASEO BOULEVARD, KANSAS CITY, MISSOURI

COMPLETE
YOUR EIGHTH GRADE
EDUCATION
NOW!

IT'S FREE

CHOOSE YOUR OWN HOURS

THE PROGRAM LEARNING CENTER IS OPEN WEEKDAYS, MONDAY THROUGH FRIDAY, FROM 1:00 P.M. TO 9:00 P.M.

PROGRESS AS FAST AS YOU CAN

THE TIME IS NOW

FOR MORE INFORMATION CALL:

471-0775

JOIN THE PLC FOR ABE

IT'S FREE!

LEARNING NEVER ENDS

GET INVOLVED
BE A PART OF

THE ADULT BASIC EDUCATION
PROGRAM

RECRUITMENT DEPARTMENT

"SPECIAL PROJECT"

184 B

A BETTER JOB

MORE SKILLS

MORE SATISFACTIONS

ON THE JOB

AS A PARENT

AS A CITIZEN

Get the basic education that you missed in:

READING

WRITING

ARITHMETIC

SPEAKING

Available at all levels

Complete your eighth grade education!

RECEIVE YOUR CERTIFICATE!

IT'S FREE!

ENROLL NOW!

FOR MORE INFORMATION

CALL THE

SPECIAL PROJECT CENTER

1902 Paseo Boulevard

Kansas City, Missouri

471-0775

- - - - - OR - - - - -

COMPLETE APPLICATION

ON THE

REVERSE SIDE OF THIS PAMPHLET

AND

RETURN IMMEDIATELY!

A
Adult

B
Basic

E
Education

Adult Basic Education
Special Project Center
1903 Paseo Boulevard
Kansas City, Missouri
64108

NAME____

ADDRESS____________________ CITY______________, STATE_____

TELEPHONE NUMBER________________LAST ELEMENTARY GRADE COMPLETED______

WHERE____________________CITY______________, STATE_____

THE SCHOOL DISTRICT
OF
KANSAS CITY, MISSOURI

EXPAND YOUR HORIZONS

DEPARTMENT
OF
EXTENDED SERVICES

WHAT'S
IN
IT
FOR YOU?

TURN
THIS
FLAP!

RECRUITER MEMO

We hope you're not offended at the things we do,
but we have a job we want to see through.
We will stay with it until the end,
just to prove we are your friend.

Reading, writing and arithmetic,
are not taught to the tune of the Hickory Stick.
So come out and get free basic education,
and you too will soon take a paid vacation.

R E S P E C T spells respect,
P L C has the same effect.
By now you can see these two connect,
if you have learning you can collect a check.

Our job as a recruiter means more than just that,
we're out everyday to find out where you're at.
So if you want to get in full swing,
join the P L C, and "do your thing."

CALL US: 471-0775
OR
WRITE: Adult Basic Education Program
1903 Paseo Boulevard
Kansas City, Missouri 64108

Your Attention Please

Recruiter Prayer

Now I lay me down to sleep
and pray to God it's you I meet.
That I might somehow
seek you out for self
improvement without a doubt.

Bless my path of Lord I pray
through my tasks from day to day.
I'm thankful for the things I've done
and hope sincerely to reach everyone.

If I should die before I wake
I pray that somehow a better
life for you I've helped to make.

LET US HELP

YOU.

CALL US: 471-0775

________________Recruiter   ________________Date

RECRUITER DAILY REPORT SHEET

Time of Contact	Name of person interviewed	Address	Phone	Last year completed in school

(OVER)

Approx. Age	Em-ployed	Result of interview	Referral if any	Problems if any

(The employed column will indicate yes or no only)
(The result of interview will indicate whether or not the person was interested in our program)
(The referral column will indicate whether or not we made any referrals and where)

TIME SHEET

____
Recruiter

____
Month of

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

TOTAL HOURS = ______________

RECRUITMENT DIVISION

STUDENT WITHDRAWAL

PROGRAM LEARNING CENTER

NAME____

ADDRESS______________________________________

PHONE_______________________________________

REASON FOR WITHDRAWAL: ____________________________

ADULT BASIC EDUCATION PROGRAM
"Special Project"

RECRUITMENT WEEKLY SCHEDULE

Joyce J. Brown COORDINATOR WEEK OF ____________

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Tactics Used In Recruiting

________________Recruiter

________________Date

I. ____

____

____

A. Introduction

1. ________________________________

2. ________________________________

B. Purpose

1. ________________________________

2. ________________________________

C. Results

1. ________________________________

2. ________________________________

II. Comments:

A. ________________________________

B. ________________________________

C. ________________________________

D. ________________________________

III. Follow-up Report of Absentees and Dropouts

A. Absentees

1. When contacted (Date) : ______________________________

2. Where contacted: ______________________________

3. Results of contact: ______________________________

____

____

____

B. Drououts

1. When contacted (Date): ______________________________

2. Where contacted: ______________________________

3. Results of contact: ______________________________

____

____

____

DOROTHY ALEXANDER,
Recruiter
Area #4

TACTICS USED IN RECRUITING

A. Introduction:

Hello, I'm Dorothy Alexander, a recruiter for the Special Project in Adult Basic Education through the Board of Education, Kansas City, Missouri.

B. Purpose:

We're trying to reach adults who might be in need of ABE. The program is free. The only cost is a few hours of your time.

C. Results:

1. I found a lot of people who were interested that day only.
2. Some do not qualify for our program.
3. Others -- participation in our program.

D. Comments:

1. To keep the people interested, you cannot let any time lapse.
2. Continue showing interest by personal contacts.
3. Follow up on students are a must.

E. Follow up report of absentees and dropouts:

1. Absentees:

Follow up reports were made as soon as I found they were absent, usually at their home. Result of some follow ups were most of the time, the student had been ill and eager to return to the next class

2. Dropouts:

With emphasis on dropouts, contacts were made the next day in the home, or at work if feasible. Regarding this type of contact, various reasons were given. Some of the students returned and others did not. The important thing here is to always secure a reason.

F. Remarks:

Success of any operation is teamwork. The following must be a part of recruitment practices:

(1) Working Freedom

(2) Good Communication

(3) Little formality and more basics

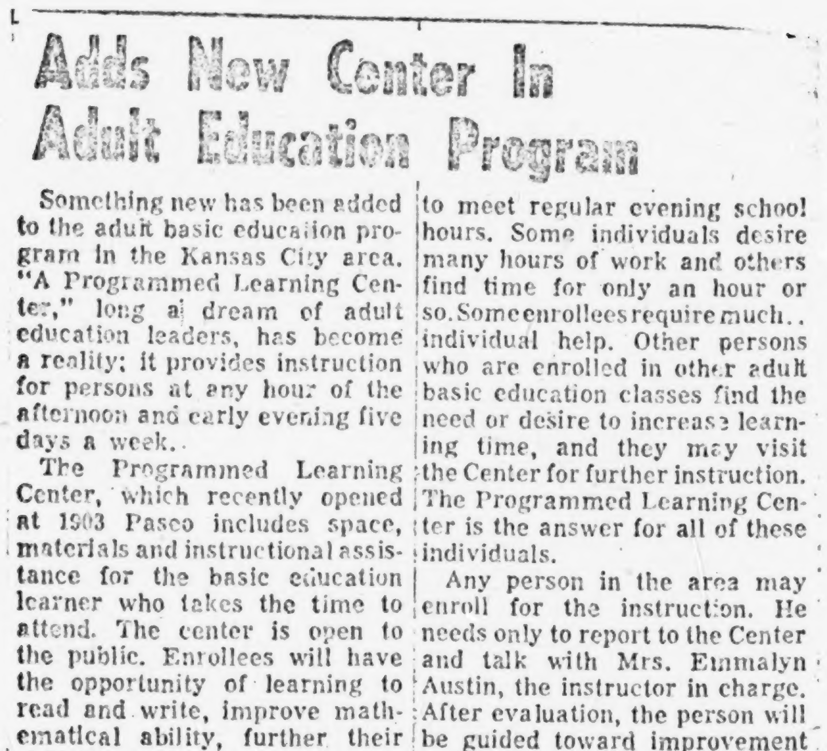
(4) Utilization of effective ideas

(5) Chance for advancement

(6) Feeling of being accepted as a part of the staff

The feeling of being accepted on the job will always enchance the possibility of a good working relationship.

THE CALL
Kansas City, Missouri
November 8, 1968



Adds New Center In Adult Education Program

Something new has been added to the adult basic education program in the Kansas City area. "A Programmed Learning Center," long a dream of adult education leaders, has become a reality; it provides instruction for persons at any hour of the afternoon and early evening five days a week.

The Programmed Learning Center, which recently opened at 1903 Paseo includes space, materials and instructional assistance for the basic education learner who takes the time to attend. The center is open to the public. Enrollees will have the opportunity of learning to read and write, improve mathematical ability, further their skill in reading comprehension, language usage, spelling, health and social living. The center is a far cry from the traditional classroom as most adults remember it.

Persons are taught individuly. Instructors will determine the needs of each person and he will be guided in learning only those subjects needed for personal satisfaction and improvement.

Programmed materials, the latest equipment, innovative and creative techniques will be used to move each person to higher levels of achievement. The sessions are designed to stimulate new interest in learning as a result of the exciting and unusual techniques employed. The hours are from 1-9 p.m., Monday through Friday.

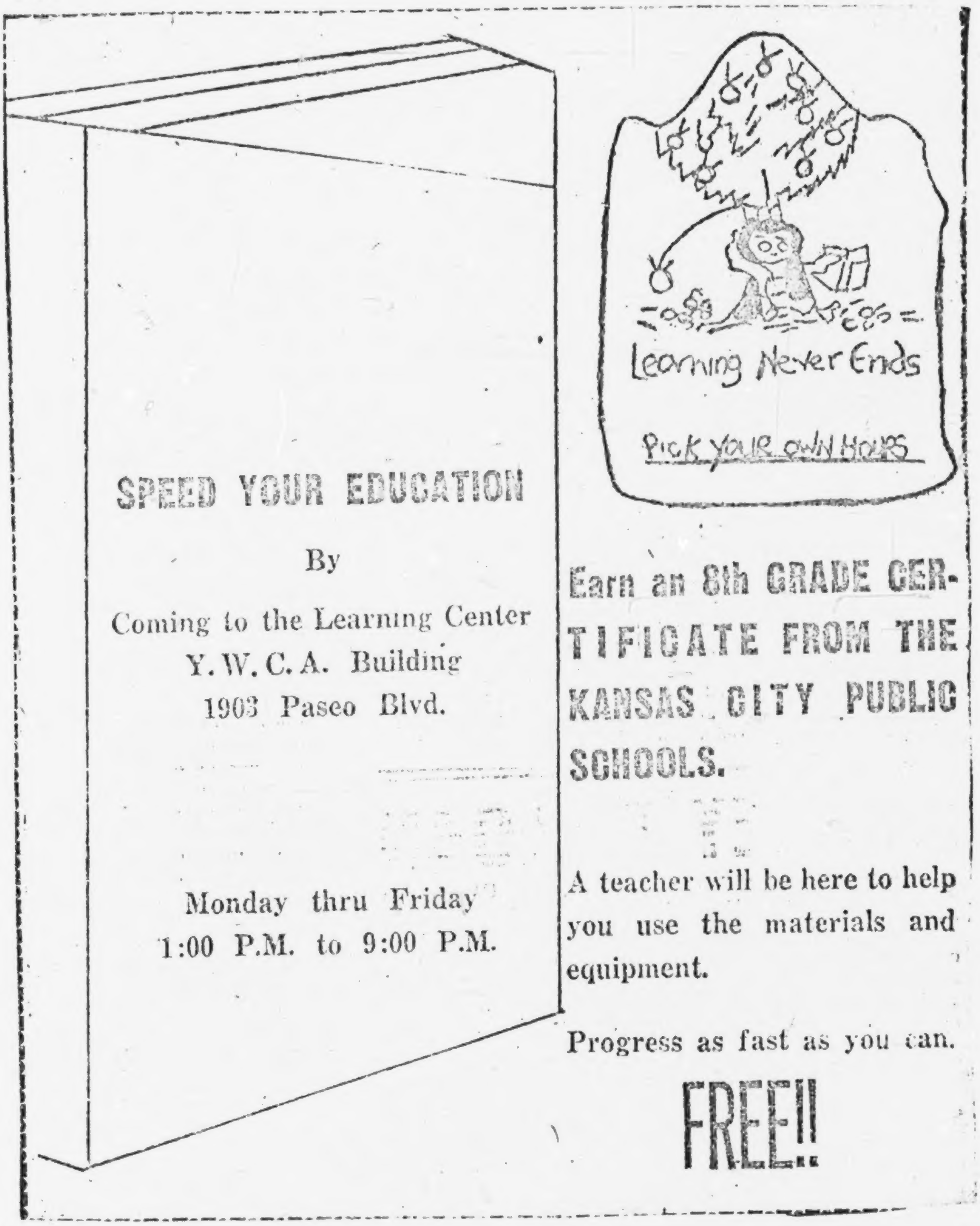
Persons may seek further education at the Programmed Learning Center for many reasons. Sometime jobs demand increased learning in the basic education area and an individual cannot arrange his work schedule to meet regular evening school hours. Some individuals desire many hours of work and others find time for only an hour or so. Some enrollees require much individual help. Other persons who are enrolled in other adult basic education classes find the need or desire to increase learning time, and they may visit the Center for further instruction. The Programmed Learning Center is the answer for all of these individuals.

Any person in the area may enroll for the instruction. He needs only to report to the Center and talk with Mrs. Emmalyn Austin, the instructor in charge. After evaluation, the person will be guided toward improvement in his area of need.

The Programmed Learning Center is operated as a part of the Special Project, an experimental specially funded program of adult basic education under the immediate supervision of William R. Tillmon through the Department of Extended Services, the School District of Kansas City, Missouri.

Futher information may be secured by calling GR. 1-0775

THE CALL
Kansas City, Missouri
November 8, 1968


Learning Never Ends
PICK YOUR OWN HOURS

SPEED YOUR EDUCATION

By

Coming to the Learning Center
Y. W. C. A. Building
1903 Paseo Blvd.

Monday thru Friday
1:00 P.M. to 9:00 P.M.

Earn an 8th GRADE CERTIFICATE FROM THE KANSAS CITY PUBLIC SCHOOLS.

A teacher will be here to help you use the materials and equipment.

Progress as fast as you can.

FREE!!

THE CALL, KANSAS CITY, MO. MARCH 13, 1969

What Adult Education Can Do For You and Your Community?

By JOYCE J. BROWN

Mrs. Joyce J. Brown, recruiter coordinator for the Special Project Adult Basic Education program of Kansas City, is in charge of working with people in the community to show them the necessity of education for persons of all age groups. This is the first in a series of articles directed to show the basis for this organization. Mrs. Brown's office is located in the Paseo YWCA building, 1903 the Paseo..

Adult education can play a major role in—

1. Providing a second chance for school dropouts.
2. Cutting down welfare costs.
3. Providing educational learning for new job skills.
4. Guiding the undereducated parents, and making them better parents.
5. Developing more effective solutions for problems of modern life through an enlighted citizenry.

Many communities have made great progress toward solving some of their most serious problems. Frequently, this has been done through adult education programs, sponsored or cosponsored by their public schools.

In our community, adult education is a cooperative venture in which the public schools, government agencies, men's and women's clubs, libraries, colleges and universities, local business and industry all work together to identify, and through educational help, solve community problems.

Is Our Community Feeling The Effects Of Undereducated Parents?

It is an accepted fact that parents "hand down" undereducation to their children. Parents who do not have a high regard for education, who have never been inside of a public library, who have little or no contact with the culture they live in, rarely have children with a strong motivation to complete their education. From such families come life-time relief recipients, criminals, and multitudes of men and women with little or no appreciation for the finer things in life. We have started to experiment with different techniques to boost the cultural level of parents of potential dropouts.

Are Our Citizens Enlightened Voters?

A community is enlightened and progressive in solving its problems if large numbers of its citizens are open minded and eager to learn. Public school adult education programs are the most accessible and least expensive way of providing continuous learning about government affairs, school problems, urban renewal, mental health, traffic problems, juvenile delinquency, human relations, aging, and national and international affairs.

If you are over 18 years of age and in need of basic education, grades one through eight, you can enroll now without charge. This is your second chance! Adult education has helped thousands of men and women to get better jobs, to get salary increases, to live happier and fuller lives. In today's rapidly changing world, adult education in not a luxury, it is a necessity of adult life.

Brighten your life by enrolling in an Adult Basic Education class. Start now to prepare yourself for the change—in your neighborhood, in your community and in your nation. Find out what kinds of adult basic education classes are offered. Remember it's free! For more information, call 471-0775.

ADULT EDUCATION PROGRAMS

Adult Basic Education

Adult Education and Learning Center, 1903 Paseo, Kansas City, Mo., GR 1-0775.

Central .... 3221 Indiana,
Kansas City, Missouri
Garfield .... 421 Wabash,
Kansas City, Missouri
Garrison .... 531 Tracy,
Kansas City, Missouri
Van Horn .... 1109 Arlington,
Independence, Missouri
West Junior ..... 1936 Summit,
Kansas City, Missouri
Westport ...... 319 East 39th,
Kansas City, Missouri

Home Economics And Family Life Education

Register through the Office of Home Economics and Family Education, BA 1-7565, Extension 233.

High School-Personal Development Courses

Central .... 3221 Indiana,
Kansas City, Missouri
Van Horn ...... 1109 Arlington,
Independence, Missouri
West Junior ..... 1936 Summit,
Kansas City, Missouri
Westport .... 319 East 39th,
Kansas City, Missouri

Adult Vocational-Technical Education

Manpower Development Training Program, 2323 Grand, Kansas City, Missouri, 421-7280.

Vocational-Technical Education Office, 1514 Campbell, Kansas City, Missouri, 421-0295.

Practical Nurse Education,
Trade and Industrial Training,
Technical Education, Business
Education, Distributive
Education.

THE CALL, KANSAS CITY, MO.

WEEK OF APRIL 4 TO APRIL 10, 1969

For Adults Only! Project In Basic Education—And It's Free

By JOYCE BROWN

The school district of Kansas City, Mo., through the assistance of a grant received from the Department of Health, Education and Welfare Office in Washington, D. C., has an ongoing Special Project in Adult Basic Education. This program has six Arm Chair classes in operation and a Program Learning Center. Several recruiters will be working in the Watkins and Wayne Minor area to set up a seventh class.

What does the term "Arm Chair" mean? Arm Chair simply means that classes are held in someone's home. Yes, the instructor comes to you. There is a need for a minimum of eight students to participate.

What is the "Program Learning Center?" The Program Learning Center is designed exclusively for the purpose of providing a convenient time for you to increase your knowledge. The center at 1903 the Paseo is open weekdays from 1 p.m. to 9 p.m., Monday through Friday. An instructor is at the center at all times. Come in and use the various types of equipment. Progress at your own speed. You may wish to come for a short period or for a long one. It all depends on you.

In its broader sense the purpose of Adult Basic Education (ABE) is to improve the climate of our poverty community by bringing a broad based and informal program of basic education and community services directly into the homes of our poverty citizens. ABE is designed as a new approach to provide educational experiences for adults which will increase their knowledge and understandings, change their attitudes and values, and enable the acquisition of new skills.

More conventional programs have retained the traditional formal classroom approach for providing educational experiences for the undereducated. Programs designed in this manner are frequently too threatening for the large segment of people who are most in need of this service.

The main objective of the Adult Basic Education program is to provide in 18 weeks, an adult with less than an eighth grade education an elementary certificate.

THIS PROGRAM IS FREE! All it will cost you is your time. If you are 18 years of age and older, and in need of basic education grades one through eight, enroll now.

For more information call 471-0775, or write the Adult Basic Education Program, Y.W.C.A. Building, 1903 Paseo Boulevard, Kansas City, Missouri 64108. We welcome your participation.

APPENDIX C

INSTRUCTION

RESEARCH NEEDS- TEACHERS

1. Information about each class

    - Teacher's name
    - List of students
    - Location of class
    - Materials actually used
    - Equipment actually used
    - Names of teacher aides
    - Actual duties of teacher aid

2. Information about each student

    - Number of hours per week in class
    - Number of times used each machine
    - All test results
    - Date entered class
    - Attendance and reason for absences
    - Date dropped out and reason
    - Transferral to other classes and reason
    - Referral to counselor and reason
    - Referral to any other agency and reason

3. Monthly report

    - Learning problems
    - Techniques that apparently stimulate interest
    - Techniques tried that apparently do not stimulate interest
    - Techniques that apparently accelerate progress
    - Techniques that apparently do not accelerate progress
    - Changes in technique and reasons and/or results
    - Changes in materials and equipment and reasons and/or results

OTHER OBSERVATIONS

Recommendations, insights, experiments and advances.

CHAIN HOOKUP

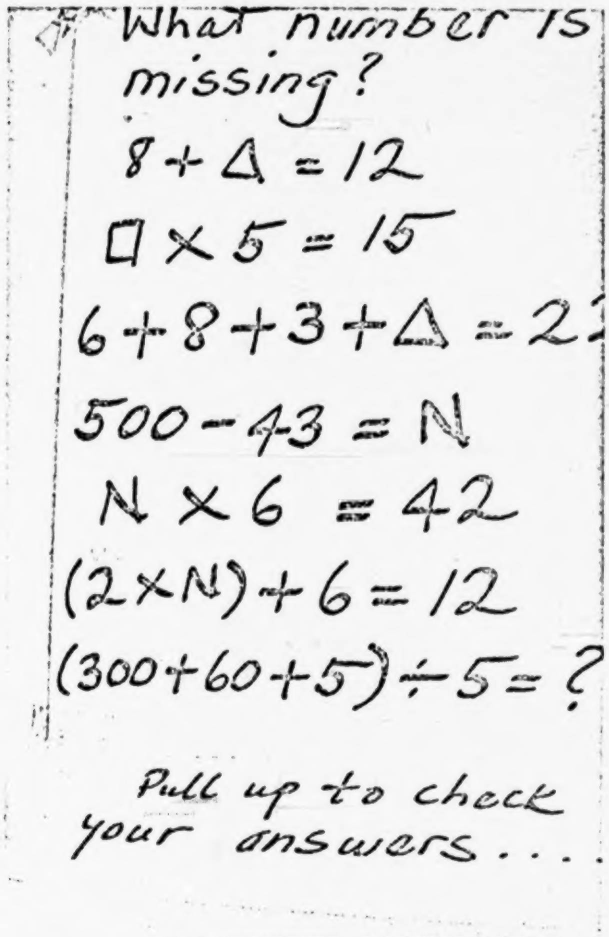
Using diving equipment, Scholars recovered nine segments of an ancient chain. Wishing to restore it to one piece, they took it to a blacksmith. It required five minutes to open a link and ten minutes to weld a link together again. What was the least time in which he could join the nine links together into one chain of fifty links?

(lift for answer)

We have over a hundred puzzles of various kinds. A new one goes on the bulletin board every day. The subject matter varies and so does the difficulty

We could open the [illegible] links of two segments.

CHARTS POSTED ON WALLS AND BULLETIN BOARDS



What number is missing?

$8 + \Delta = 12$

$\square \times 5 = 15$

$6 + 8 + 3 + \Delta = 2$

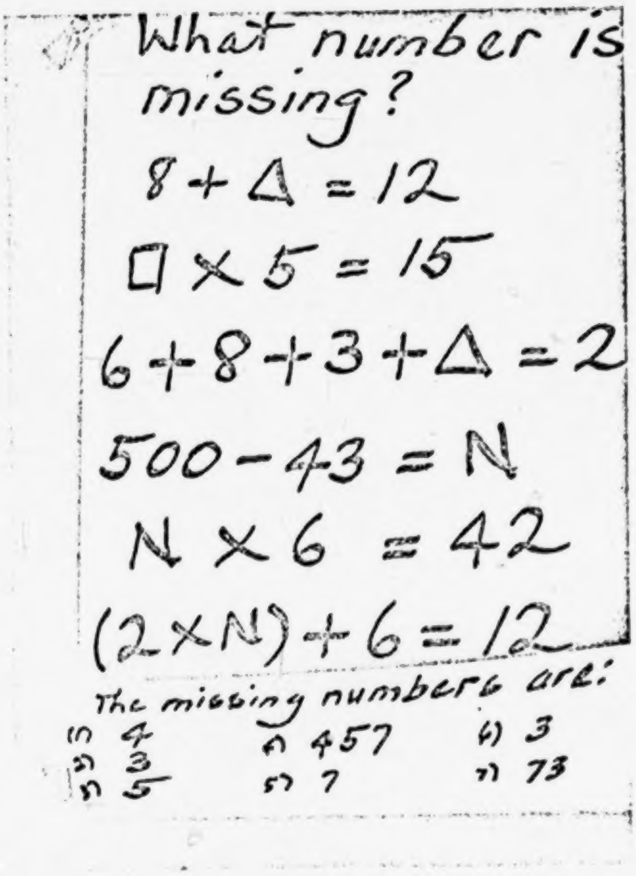
$500 - 43 = N$

$N \times 6 = 42$

$(2 \times N) + 6 = 12$

$(300 + 60 + 5) \div 5 = ?$

Pull up to check your answers . . .



What number is missing?

$8 + \Delta = 12$

$\square \times 5 = 15$

$6 + 8 + 3 + \Delta = 2$

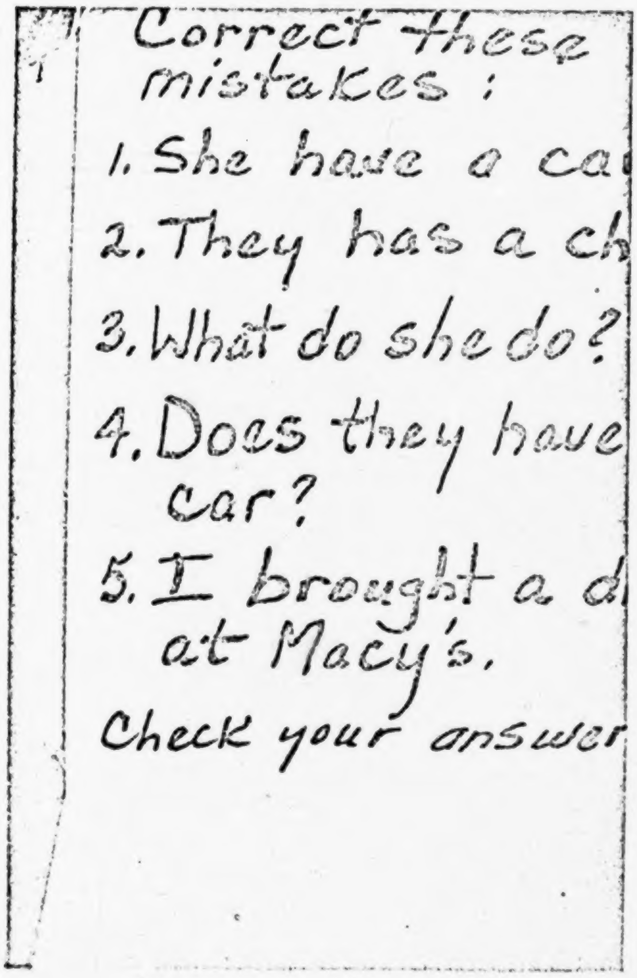
$500 - 43 = N$

$N \times 6 = 42$

$(2 \times N) + 6 = 12$

The missing numbers are:

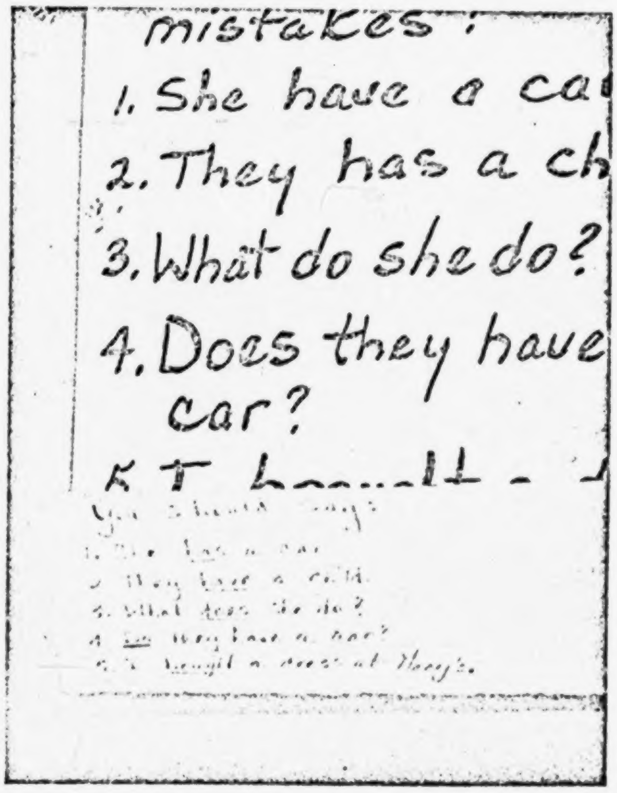
1) 4
2) 3
3) 5
4) 457
5) 7
6) 3
7) 73



Correct these mistakes:

1. She have a ca
2. They has a ch
3. What do she do?
4. Does they have car?
5. I brought a d at Macy's.

Check your answer



mistakes:

1. She have a ca
2. They has a ch
3. What do she do?
4. Does they have car?

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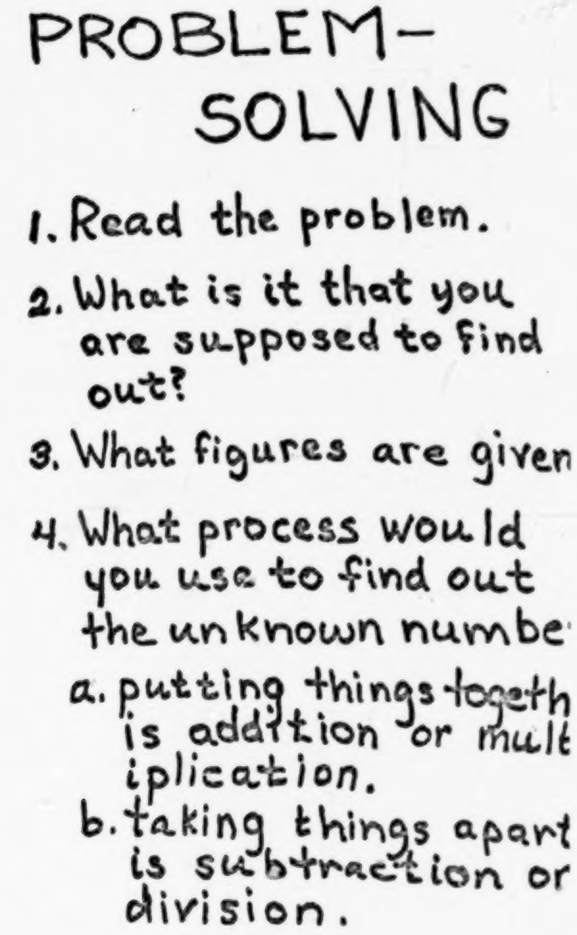
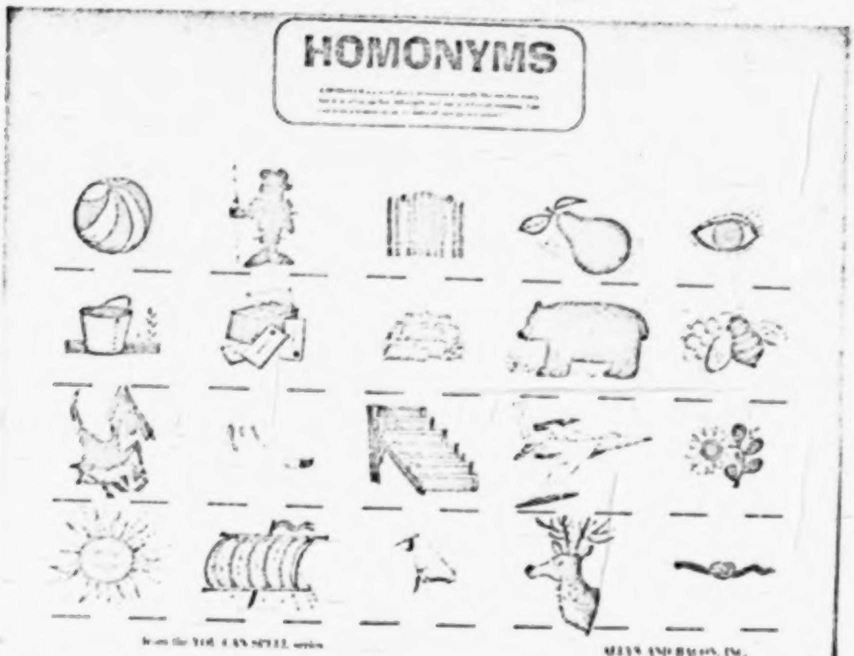
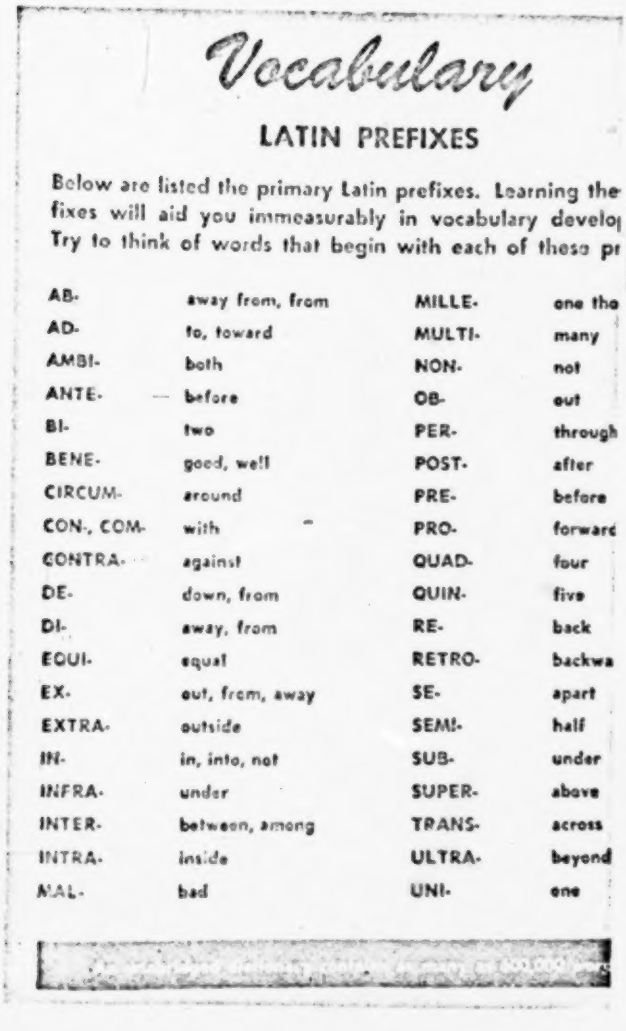
CHARTS POSTED ON WALLS AND BULLETIN BOARDS



PROBLEM-SOLVING

1. Read the problem.
2. What is it that you are supposed to find out?
3. What figures are given
4. What process would you use to find out the unknown numbe
   a. putting things ~~togeth~~ is addition or mult iplication.
   b. taking things apart is subtraction or division.



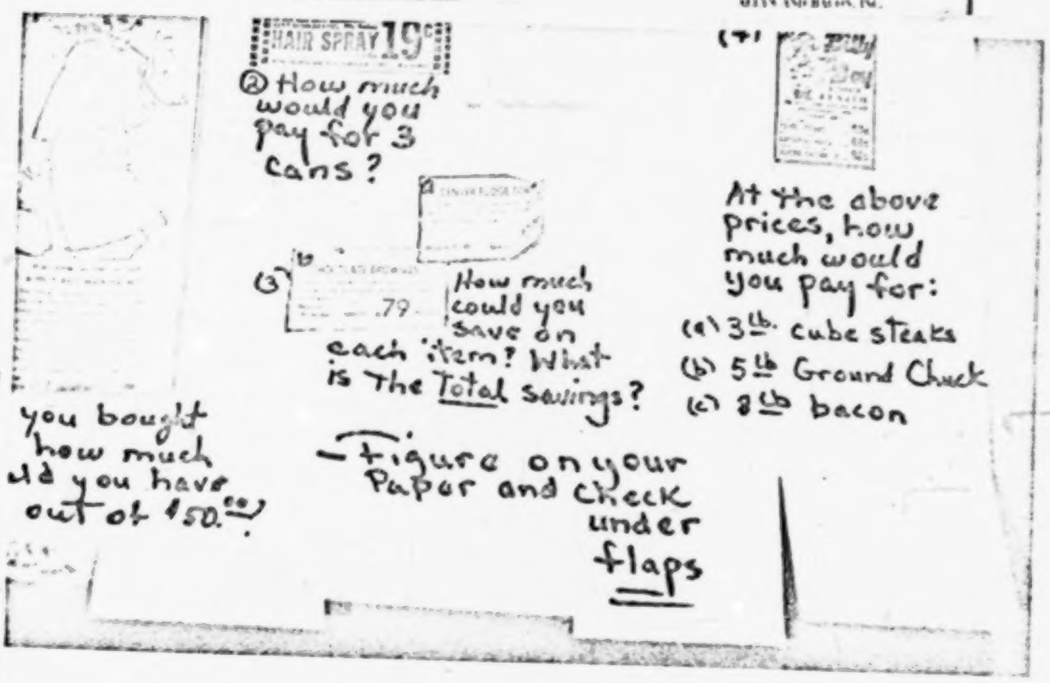


Vocabulary

LATIN PREFIXES

Below are listed the primary Latin prefixes. Learning the fixes will aid you immeasurably in vocabulary develo Try to think of words that begin with each of these pr

AB-	away from, from	MILLE-	one tho
AD-	to, toward	MULTI-	many
AMBI-	both	NON-	not
ANTE-	before	OB-	out
BI-	two	PER-	through
BENE-	good, well	POST-	after
CIRCUM-	around	PRE-	before
CON-, COM-	with	PRO-	forward
CONTRA-	against	QUAD-	four
DE-	down, from	QUIN-	five
DI-	away, from	RE-	back
EQUI-	equal	RETRO-	backwa
EX-	out, from, away	SE-	apart
EXTRA-	outside	SEMI-	half
IN-	in, into, not	SUB-	under
INFRA-	under	SUPER-	above
INTER-	between, among	TRANS-	across
INTRA-	inside	ULTRA-	beyond
MAL-	bad	UNI-	one


HAIR SPRAY 19¢
.79

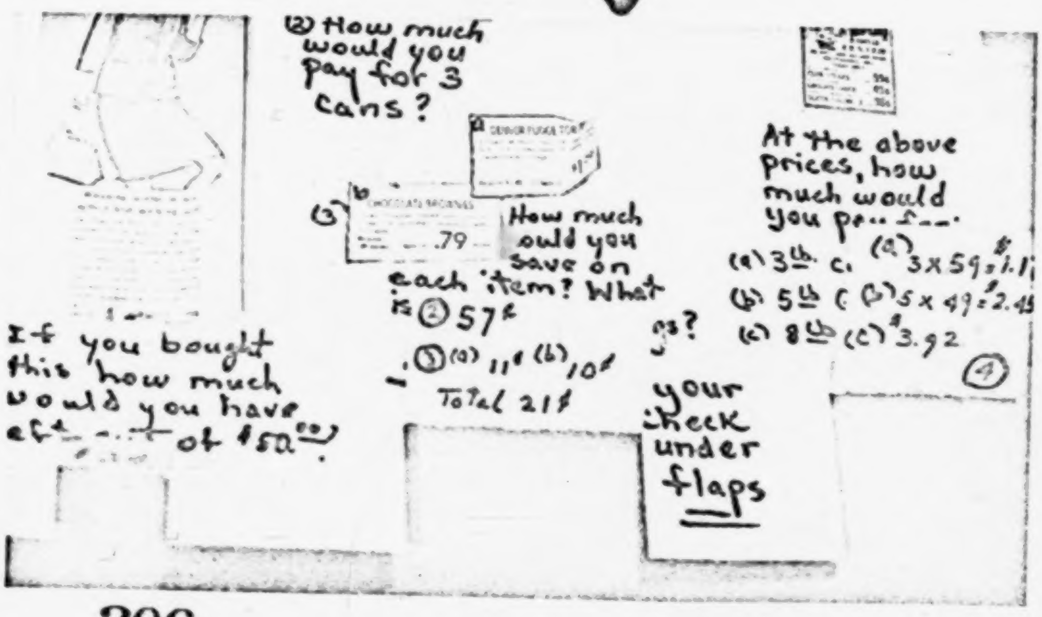
② How much would you pay for 3 cans?

(3) How much could you save on each item? What is The Total savings?

(4) At the above prices, how much would you pay for:
(a) 3 lb. cube steaks
(b) 5 lb Ground Chuck
(c) 8 lb bacon

you bought how much ld you have out of $50.00?

—Figure on your Paper and check under flaps



② How much would you pay for 3 cans?

(3) How much ould you save on each item? What is

② 57¢
③ (a) 11¢ (b) 10¢
Total 21¢

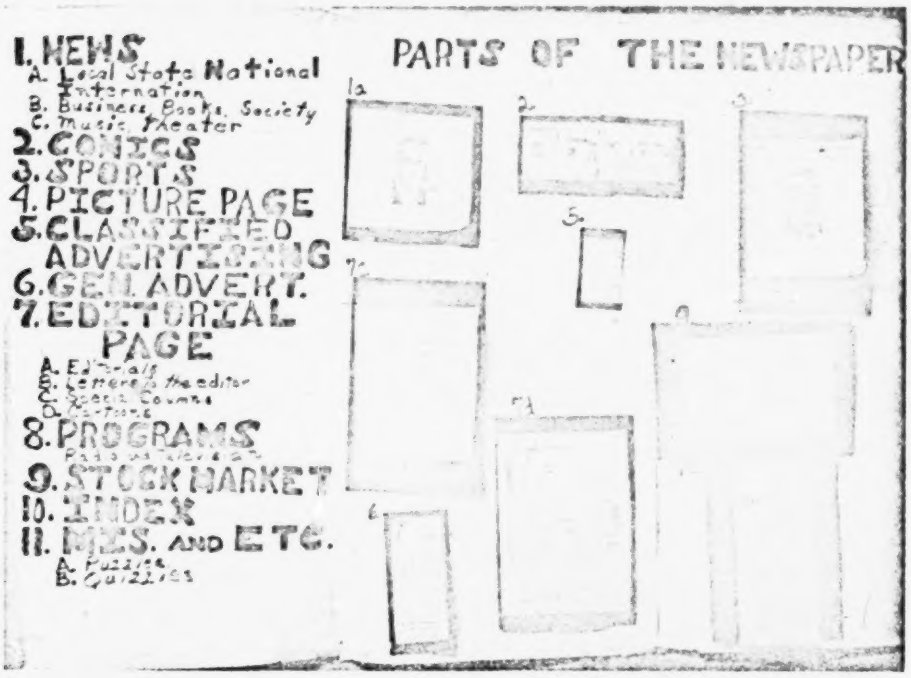
gs?

At the above prices, how much would you p... f...
(a) 3 lb. c. (a) 3 x 59 = $1.1
(b) 5 lb ((b) 5 x 49 = $2.45
(c) 8 lb (c) $3.92
④

If you bought this how much would you have eft ... of $50.00?

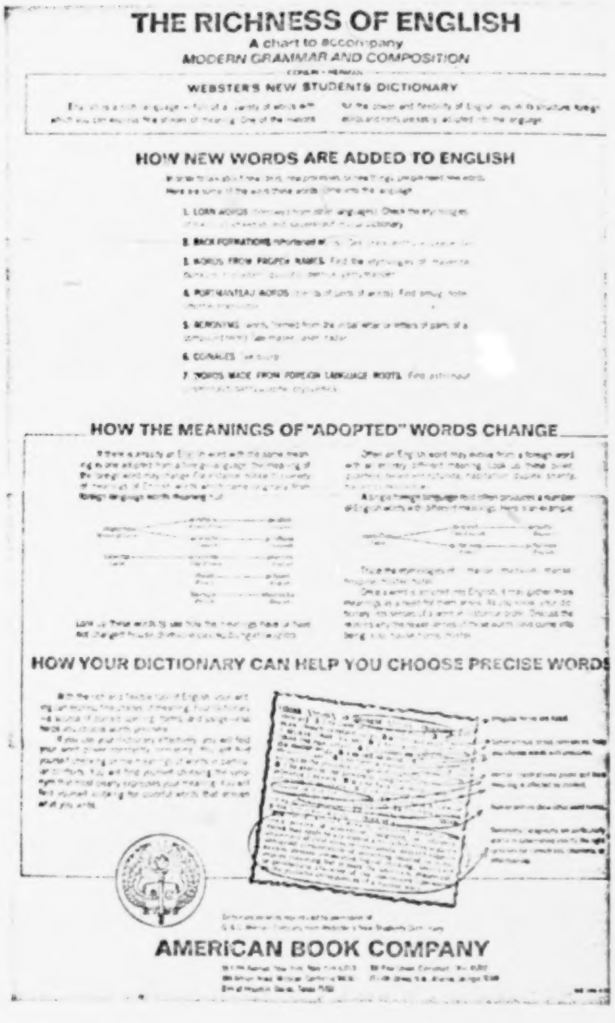
your check under flaps

CHARTS POSTED ON WALLS AND BULLETIN BOARDS



1. NEWS
   - A. Local State National International
   - B. Business, Books, Society
   - C. Music, Theater
2. COMICS
3. SPORTS
4. PICTURE PAGE
5. CLASSIFIED ADVERTISING
6. GEN. ADVERT.
7. EDITORIAL PAGE
   - A. Editorials
   - B. Letters to the editor
   - C. Special Columns
   - D. Cartoons
8. PROGRAMS
   - Radio and Television
9. STOCK MARKET
10. INDEX
11. MISC. AND ETC.
    - A. Puzzles
    - B. Quizzies

PARTS OF THE NEWSPAPER



THE RICHNESS OF ENGLISH

A chart to accompany

MODERN GRAMMAR AND COMPOSITION

WEBSTER'S NEW STUDENTS DICTIONARY

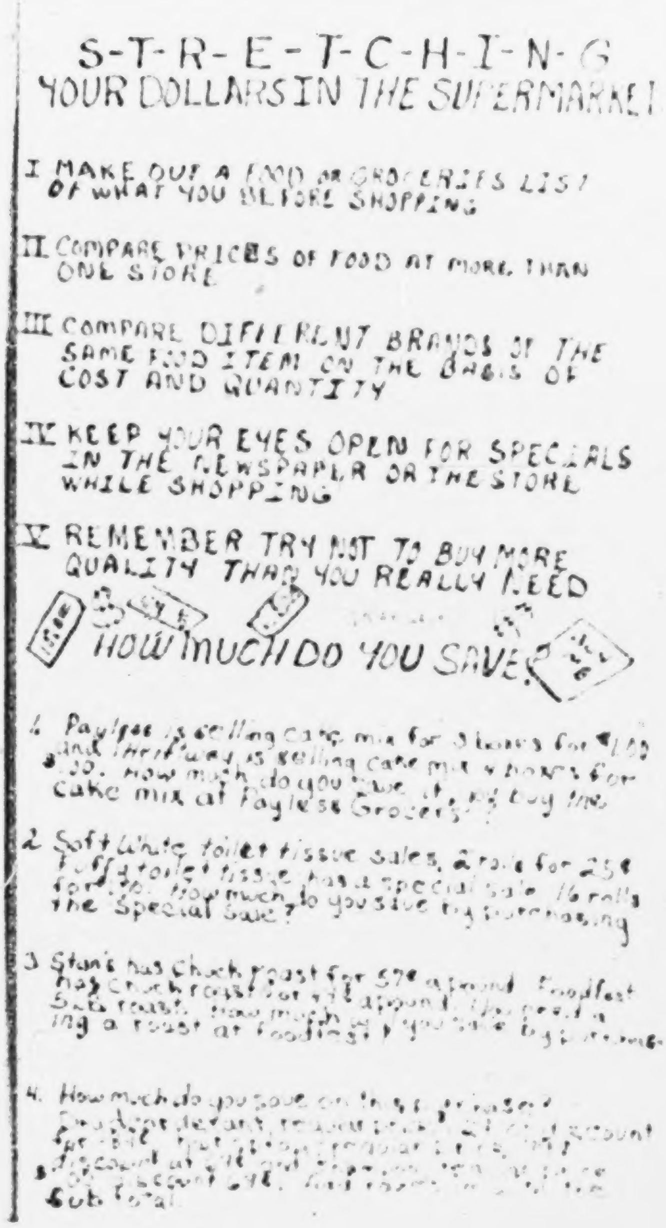
HOW NEW WORDS ARE ADDED TO ENGLISH

1. LOAN WORDS
2. BACK FORMATIONS
3. WORDS FROM PROPER NAMES.
4. PORTMANTEAU WORDS
5. ACRONYMS
6. COINAGES
7. WORDS MADE FROM FOREIGN LANGUAGE ROOTS.

HOW THE MEANINGS OF "ADOPTED" WORDS CHANGE

HOW YOUR DICTIONARY CAN HELP YOU CHOOSE PRECISE WORDS

AMERICAN BOOK COMPANY



S-T-R-E-T-C-H-I-N-G YOUR DOLLARS IN THE SUPERMARKET

I MAKE OUT A FOOD OR GROCERIES LIST OF WHAT YOU BEFORE SHOPPING

II COMPARE PRICES OF FOOD AT MORE THAN ONE STORE

III COMPARE DIFFERENT BRANDS OF THE SAME FOOD ITEM ON THE BASIS OF COST AND QUANTITY

IV KEEP YOUR EYES OPEN FOR SPECIALS IN THE NEWSPAPER OR THE STORE WHILE SHOPPING

V REMEMBER TRY NOT TO BUY MORE QUALITY THAN YOU REALLY NEED

HOW MUCH DO YOU SAVE?

1. Paylese is selling cake mix for 3 boxes for $1.00 and Thriftway is selling cake mix 4 boxes for $[illegible]. How much do you save if you buy the cake mix at Paylese Grocery?
2. Soft White toilet tissue sales, 2 rolls for 25¢ Fluffy toilet tissue has a special sale 16 rolls for [illegible]. How much do you save by purchasing the special sale?
3. Stan's has chuck roast for 57¢ a pound. Foodfest has chuck roast for [illegible] a pound. [illegible] roast. How much will you save by purchasing a roast at Foodfest?
4. How much do you save on these purchases? [illegible] regular price [illegible] discount [illegible] discount at [illegible] discount [illegible] sub total.

TECHNIQUES THAT APPARENTLY STIMULATE INTEREST AND ACCELERATE PROGRESS
TEACHER A

1. More than anything else, a feeling of respect and friendship generated from teacher to student.

2. Discussing strange, interesting, or mysterious topics like the Lochness Monster, Abominable Snowman, Flying Saucers, Nature's Alarm Clock, and Fossils.

3. Being a good listener when the student needs a sounding-board.

4. Pandering to the specific individual preferences and interests of each student in reading material and examples.

5. Being honest about when they're wrong if they already know it. If they thought the teacher would lie about this just to keep them moving they would lose respect for their teacher and for themselves. Too much sweetness and light is phony and they know it.

6. Working toward the goals that the student has set for himself, both scholastically and vocationally.

7. Encouraging friendships and discussions between students. Some students have expressed preference for being taught in pairs. (Only one wants 100% attention of the teachers).

8. Keeping students excited about what is ahead of them (in a week or two).

9. Convincing students (subtly) that I can contend with any learning problem they have (Call this " confidence in the doctor").

10. Using machines. Gimmicks are interesting and give the student the feeling of learning something (because he's doing something) whether he really is or not! There is less pressure on him, too.

11. One thing that causes noticeable water treading. So far, at least, trying to teach basic phonics to people with reading levels of grade 4 or over is not as successful as teaching it to nonreaders. More research needed here.

12. Being sure that the student feels some satisfaction every day. Point out his progress to him from time to time. For example, compare previous and current papers.

ARMCHAIR TECHNIQUES

TEACHER F

At the beginning of the first meeting of an Armchair class, the instructor explains:

1. The group members are not competing.
2. Each group member has a different background, knows and does not know different things, and all will be working in different areas.
3. Members of the group did not stop learning when they left school. This program will help them use what they already know in new ways.
4. Group members will be studying things they want to know about, things they can use in their day to day lives.
5. The instructor learns from the group also. Learning is something we do together.
6. By attending these meetings, the member has already accomplished the hardest task, that of beginning.

In the first group meetings, the importance of success on the part of the group member cannot be overemphasized. There are several special techniques which seem to give the group member this success and, at the same time, give the instructor valuable information about the people in the group. Even though later on group members will be working in divergent tasks, these group efforts, with each working at his own level, give the group a spirit of togetherness, some knowledge of each other, and smooth the way for later admitting, "I don't know this."

"SOME WRITE, SOME TELL" is the first of these techniques. This technique is used to give early success, full group participation, and to give information to the instructor concerning the group member's ability to perform academic tasks. There is built into this technique a face-saving out for the illiterate and the very insecure, and even the most flustered can get a sincere smile and a warm "That's fine" from the instructor.

The instructions for "SOME WRITE, SOME TELL" are simple and must be kept that way:

> As a group, we are interested in helping ourselves and each other. We need to get to know one another. Let's start this way. Let's tell what we did yesterday. We'll not just talk, though. Why don't some of us write down what we did and read it to the group while others remember what you did, get it straight in your mind, and tell what you did. Now if we told all the things we did it would take as long to tell as they did to do, so just hit the high lights, the big important things we did.

The results of this technique are sometimes unusual but always interesting to the one talking. Since they know what they did, they display confidence in the telling. Since no group member is forced to write there is no pressure to do more than the member thinks he is capable of doing.

The "GO ON" technique can be used with groups where the lowest skills are at least second grade. Here the purpose is to gain confidence in the group member's ability to get an idea in mind and to put something down on paper. Ultimately, this idea should help reading comprehension by overcoming the stumbly, one-word-at-a-time approach and helping the group member see and think of more than one word at once. While this technique can be used in the first class sessions, it also has value later on in developing ideas, creative writing skills, and reading comprehension. To prepare for this exercise the instructor develops two or three general titles such as "My Favorite TV Show," "The Worst Day of My Life," or "The Place I Would Like to Live," with each using personal references so that the group member will be writing about something that he knows about. After being certain that everyone has pencil and paper and is ready, the following instructions are given:

> This is a timed exercise to help you write better. We are going to write about something we know. The idea is to keep writing. If you don't think of anything to write, start with your name. If you run out of ideas write your last sentence over and over until you think of something new. Now you never heard a teacher say this before, but spelling, punctuation, and grammar do not count. All you have to do is write. Now pick one of these subjects and start writing.

After everyone has started to write, the instructor says:

> We will write for ______ minutes; you still have ______ minutes left.

After reading the papers, later you may have the group read their own; the instructor can always find an idea to use to promote discussion and a way to praise both individual and group effort. From the misspelled words, the instructor can begin a very practical spelling list.

Most of the words used in a functional spelling list can come from "THE NON-SPELLING TEST". This technique can be just plain fun for the group members and is a painless way to introduce the often feared "spelling".

> Now I'm going to ask you to do the most difficult work I'll ever ask you to do. To do this properly, you must not know how to do it. This is a spelling test (emphasis on test). Number to 15 on your paper and write down words you don't think you know how to spell or words that are always hard for you to spell. That is why we call this a non-spelling test. To be right you should be wrong, but do the best you can. I promise not to count the word wrong if you do spell it right."

In the non-spelling test as in all the other work the instructor must maintain a friendly, positive attitude. The group meeting must be enjoyable. Even the spelling tests!

ARMCHAIR TECHNIQUE (PART II)
TEACHER F

In starting where people are, a good common meeting ground is the ability to talk. For the instructor this means the ability to ask questions about things the people know and the ability to listen. As slow and painful as it sometimes is - especially for a teacher used to controlling the class - the first step for the academically unsuccessful is the ability to communicate accurately, and this means student-centered, free conversation.

Analysis, but not criticism, of what is said is the next skill. The practical application of the rules of logic is not the exclusive property of college students. Oral vocabulary skills must lead the way for reading and writing skills. The learner must know the sound of the word before he can read it and if he has used the word it becomes a part of the contest to understand other words rather than become a problem within itself.

Listening and interest levels are usually above reading levels in the adult learner. These strengths are used to build initial self confidence in reading skills. To do this we simply discuss the subject matter before we read it.

The bridge from talking to reading is the instructor's oral reading of meaningful material. The instructor has been mostly non-directive, but in the selection of the proper reading material the instructor sets the path the adult learner will follow. The material may be from one of two sources. It may be from a source familiar to the class, i.e., the Reader's Digest, Life, etc., or it may be from the actual teaching material the instructor has elected to use. The instructor reads the material aloud, slowly and carefully, explaining as he goes, giving context clues and stressing vocabulary. He, in short, reads aloud the way he would have the adult learner read if he could. Comprehension, specific recall, and vocabulary questions are asked and answered orally.

Next the instructor follows the same pattern, except the answers are written out by him on paper or preferably on a chalk board. Throughout this process the "WHY" of each question is stressed so that the adult learner is not answering questions for the sake of questions alone, but rather, he answers the questions for a specific purpose to develop a specific skill.

Finally, the adult learner reads and answers by himself. He then checks his own paper from the printed material. He has never "studied phonics"; that was learned in the sound of the instructor's voice. He has never heard of context clues; he simply discussed what was read. And no one ever said "I'm going to begin to improve your reading"; he just started talking about things he already knew. There are limitations to this method. It works better with two or three learners starting a reading program together. It would have to be greatly modified if the learner had no reading skills at all; it takes time.

One student later criticized the instructor for being too willing to talk about things in the community. Another who was forced to discontinue class for some two and a half months came back saying that first of all she wanted to study that saying (an Arabian Proverb) that we were "one" when she left. She had never known reading to be so interesting.

CURRICULUM OUTLINE FOR UPPER MATH.

A. Steck-Vaughn Mastery Test No. 1 (placement)

B. FRACTIONS

1. Fraction Review Test (teacher's)
2. Analysis and remedial work as need is indicated by tests (above-mastery and Fraction Review)
3. Remedial work- S.V. Bk. I- pgs. 33-63 (as needed)
4. "Banking- P. O. Money Order" (63-a)
5. Roman Numberals (63-b)
6. Fraction Review Test (repeat to check growth) (T-1)

C. DECIMALS

1. Decimal Review Test (teacher's) (T-2)
2. Analysis and remedial work as need is indicated by test (above Mastery and Decimal Review)
3. Remedial Work- S. V. Bk I- pgs. 64- 96 (as needed)
   (a) Reinforce with selected work in the Sullivan Series and/or Stein's Refresher Mathematics as need arises for different approach or additional work.
4. (Extra) Division Problems with Decimals (my own) to be assigned if needed (X-1)
5. Decimal Review Test (repeat to check growth) (T-2)

D. PERCENTS

1. S.V. Book II - pages 1-12
2. "Ball Game Scores" (12-a)
3. S.V. Book II, pgs. 13-22
4. "Multiple Discounts" (22-a)
5. S.V. Bk. II, pgs. 23-26
6. Percent Review Test (teacher's) (T-3)
7. Extra work on Percent-Interest (remedial) X-2

E. MEASUREMENTS

1. Common Measures
   (a) S.V. Bk. II, pgs. 27-34
   (b) Common Measures Review Test (teacher's) (T-4)

2. Geometric figures and measurements
    (a) S.V. Bk II, pgs. 35-38
    (b) "Meters" (38-a)
    (c) S.V. Bk. II, pgs. 39-55
    (d) "Graphs- Line" (55-a)
    (e) S.V. Bk II, pg. 56
    (f) "Graphs- Bar" (56-a)
    (g) S. V. Bk II, pg. 57
    (h) "Family Budget" (circle graph) (57-a)
    (i) S.V. Bk II, pgs. 58-59
    (j) Review Test-Geometric Figures and Measurements (teacher's) (T-5)

3. Finding missing factors
    (a) S.V. Bk II, pg. 60-61
    (b) "Installment Buying" (61-a)
    (c) "Fire Insurance" (61-b)
    (d) "Interest-Bank Discount" (61-c)
    (e) S.V. Bk II, pg. 62-65
    (f) Review Test- Missing Factors (T-6)

F. EQUATIONS (Algebraic)

1. S.V. Bk II, pgs. 66-70

2. Review Test-Equations (teacher's) (T-7)

G. RATIO AND PROPORTIONS

1. S. V. Bk II, pgs. 71-82

2. Review Test- Ratio and Proportions (teacher's) (T-8)

H. GENERAL REVIEW- Making Sure (all pgs. S. V. Bk. II)

1. Pg. 83- Whole Nos.
2. Pg. 84- Fractions
3. Pg. 85- Decimals
4. Pg. 86-87- Percents
5. Pg. 88- Interest
6. Pg. 89- Savings and Interest
7. Pg. 90- Measurements
8. Pg. 91- Home Probs.
9. Pg. 92- Business
10. Pg. 93- Tables and Graphs
11. Pg. 94- Taxes and Insurance
12. Pg. 95- Equations
13. Pg. 96- Ratio and Proportions

I. Steck Vaughn Mastery Test No. II

PROGRAM FOR TEACHING SAM HOW TO READ AND WRITE

1. Assessment of what he already knows well:

    a. How to write (not spell) his name

    b. How to print and write many letters of the alphabet without knowing what they are

    c. Recognition of S, O, X.

2. Use of cards upon which are drawn pictures which say the names of the letters and show the printed letters themselves both upper and lower case drawn right into the picture. The names of the pictures are learned, and simultaneously, the name of the letters and their forms.

3. Once the names of the pictures are learned the pictures are mounted on Language Master cards. The student records on the card the name of the picture and of the letter. He uses these cards by himself for drill.

4. The sound of each letter is put on the tape with the name of the letter.

5. Use of cards upon which printed lower case letters of felt have been glued. In one corner is written the corresponding letter in script. The student traces these letters with his writing fingers, while the teacher helps him say that part of the name of each letter which is the sound of that letter in a word. At this point, only the long sounds of vowels are used and the following letters are sounded thus:

    g= "gu" hard sound
    c= k hard sound
    qu= kw
    x=ks
    y=ā

    Only 4 or 5 letters are taught at one time in no special order, one vowel and some consonants. They are put in combination for pronunciation Heavy cardboard letters are used from which the student makes words from the letters he knows. Vowel-red Consonants- blue Y & W- Purple

6. Use of larger cards upon which have been glued various combinations of letters (blends and diphthongs). The corresponding script letters are written in one corner. These cards are used in the same way as the others. The student traces the letters while the teacher tells him the sound, only this time the cards are mounted onto Language Master cards, each of which show 3 pictures and their names with the combination in red, one using a combination initially in the word; one using it in the middle; and one using it at the end. The teacher records on the tape the sound of the combination and then the names of the pictures. The student repeats on his tape. Continue steps 4 and 5 all the while steps 6-10 are in progress.

7. Dictation of common words from a carefully prepared list. The words must be regular in spelling and part of Sam's every day vocabulary. He uses cardboard letters to spell them at first; he writes them later.

8. Use of a growing pile of flash cards & Language Master cards upon which are written the words which Sam learns day by day. Start with "hand, and, sand, me, son, sun."

9. Show Sam a short list of words, and have him pick out certain ones.

10. Have him write notes to people. Have others write notes to him.

11. Match the picture to the word-game.

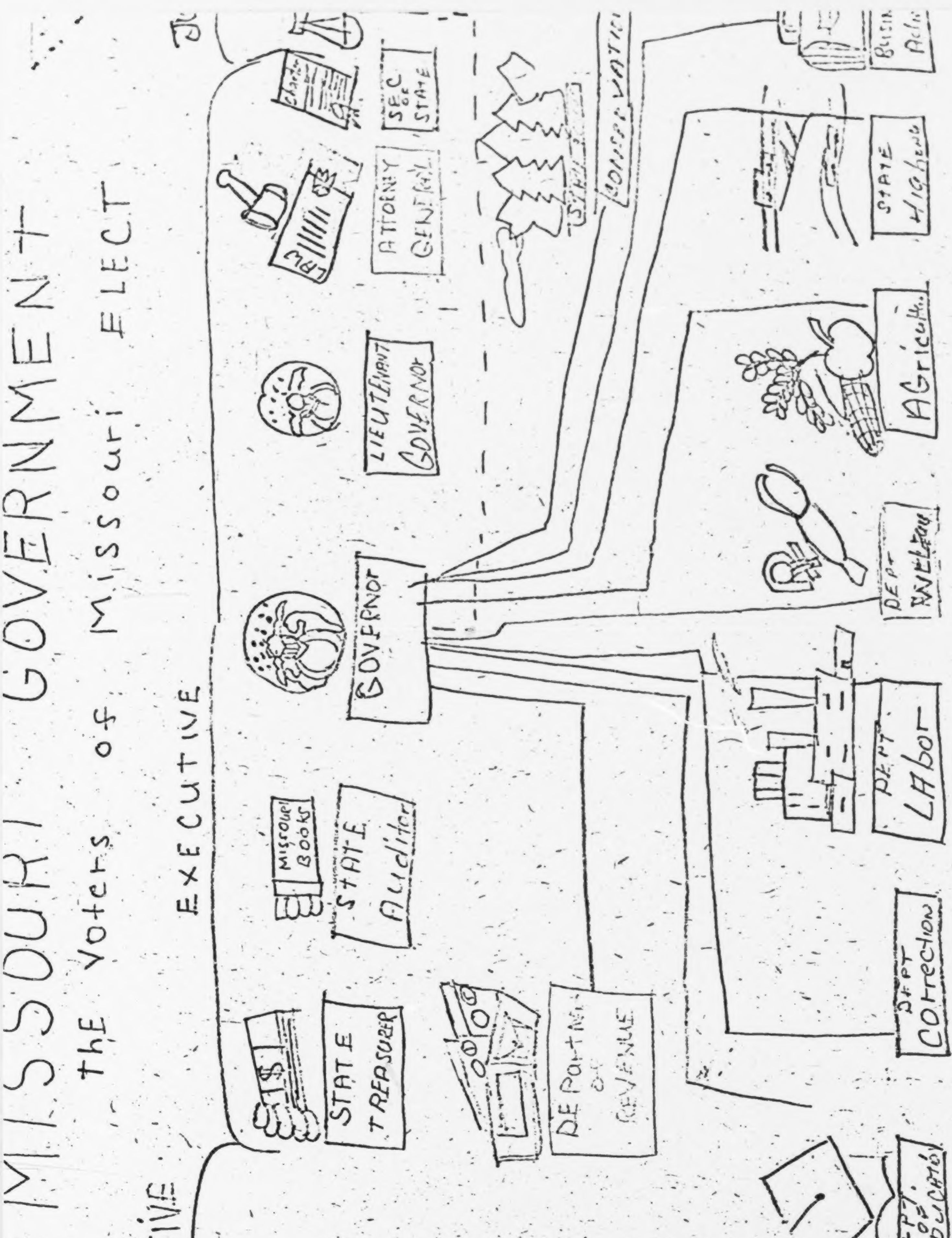
STUDENT REPORT

MISSOURI GOVERNMENT

The constitution of Missouri is the highest law in our state But there can be nothing in it which goes agan the Unitet state constitution. the Missouri constitution that we have now was adopted in 1945. Mush that is in it was also in our old constitution. Both the Untited State constitution and the Missouri constitution set up governments on the plan called separation of powers. this means the works of governing is divided among three branches. these three branches are legislative, executive, and judicial. In Missouri the General Assembly is the legislative branch. It is often called the legislature. the governor, also called the cheif executive, is the head of the executive branch. the judical branch is the courts. the three branches of government should always work togesher for the good of all the people. So each branches is given check or controls on the others. this is called checks and balances.

WE MISSOURIANS wrote our first constitution in 1820. that was 37year after our United State Constitytion was written. We have had four differendt constitution. Our first in 1820. In 1846 another constitution was voted down In 1865 another constitution which is refer as Drake constitution 1875 another was voted in. Our most recent constitution WAS voted in February 27, 1945. Itt still long and hard for boys and girls to read.

This was followed by explanations of the Executive, Legislative, and Judicial branches of the Missouri government.


MISSOURI GOVERNMENT
the Voters of Missouri ELECT
LEGISLATIVE
EXECUTIVE
STATE TREASURER
Missouri BOOKS
STATE Auditor
GOVERNOR
LIEUTENANT GOVERNOR
LAW
ATTORNEY GENERAL
SEC. of STATE
DE Part Ment of REVENUE
CONSERVATION
STATE Highway
Busin Adm
AGriculture
DEPT Welfare
DEPT LAbor
DEPT Correction
DEPT. OF EDUCATION

This is a portion of a student report on famous Negro Americans.

Martin Luther King was a strong believer in nonviolence, love and suffering. he was severely criticized for his opposition to the war in Vietnam. It must be said however, that one could hardly expect a prophet of King's commitment to advocate nonviolence at home and violence in Vietnam. nonviolence to King was total commitment not only in solving the problems of races in the United States but in solving the problem of the world!

Some people say. Martin Luther Jr. died so young. I feel that way too but as I have said many times before, it isn't how long one lives but how well. Jesus died at thirty-three, Joan of Arc at nineteen, Byron and Burns at thirty-six, Keats and Marlowe at twenty-nine, and Shelly at thirty, Dunbar before

Harriet Tubman, born a slave in Maryland, escaped from bondage when she was 25, then returned to the South 19 times and brought out more than 300 slaves.

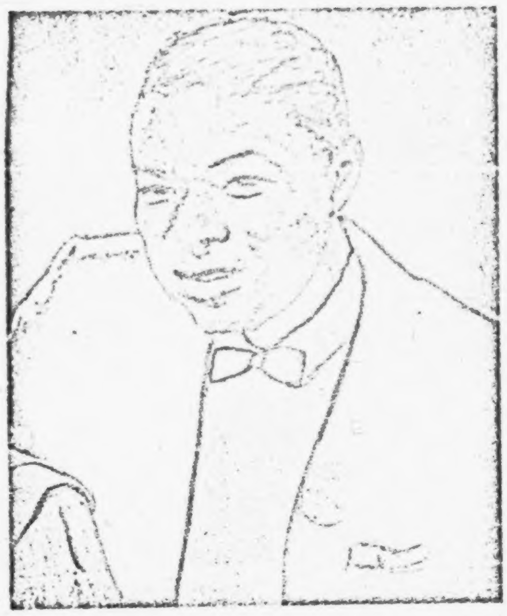
Harrit Tubman

Champion of freedom

Harrit Tubman was born about forty years before the Civil War. she lived On plantation in Maryland withe her parents and eleven brothers and sisters as a child, Harrit was a very stubbord and strong willed, child she had the dark skin and the fighting spirit of her African Ancestors, the Ashanti People.

Nat King Cole

Singer — Entertainer



Nat King Cole was a man of many talents. he was a jazz pianist, a singer, a radio and television star, a movie star, and the head of his own business firm. he was also a husband and a proud father.
he was given the name Nathaniel Adams Coles when he was born March 17, 1919. he later changed his family name from Coles to Cole.
he was the son of a Montgomery, Alabama, Baptist Minister.

Aretha Franklin

Aretha Franklin
Queen of the
Rock'n roll stars
she recorded such record
as
No. 1 Ain't no way
No. Respect
This is the house that
Jack built

SOCIAL SECURITY-UNIT II

Objectives:	To develop an understanding of Social Security eligibility requirements and benefits.
Motivation:	Speaker from Social Security Office
	Films from local Social Security Office
	Booklets from local Social Security Office
	Wall Charts from local Social Security Office
	Programmed Learning Text-Wages
	Other published materials
	Teacher made materials

Materials To Be Used

I. Reading - Booklets (furnished by local Social Security Office)

1. Joe Wheeler Finds A Job
2. Mr. Money Wise
3. Social Security For Young Families
4. When To Go To Get Help or Information on Social Security
5. Your Social Security 1967 Amendments
6. Your Medicare Handbook
7. When You Enter A Hospital, How Does Medicare Help?
8. Social Security Information For Crew Leaders and Farmers
9. Special Information for Self-Employed Farmers
10. Social Security (cash benefits)
11. Financing Your Social Security Benefits
12. Social Security Benefits
13. Good News for Household Workers
14. Wages - A Programmed Learning Text

II. Wall Charts

III. Exercises

1. Fill out cards for Social Security number
2. Fill out cards for request for statement of earnings
3. Fill out Federal Withholding forms

IV. Record Book
(List places of employment)

V. Films

1. Samuel and Social Security	(5 minutes)
2. The Joey Bishop Show	(15 minutes)
3. Social Security Story	(14 minutes)
4. The Quest for Security (Series)	(30 minutes)
5. You and Medicare Show	(27 minutes)

VI. Teacher made materials

Flash Cards

Bulletin Board

Comprehension work sheets

(being prepared, level I sight-reading booklet on social security)

Vocabulary Study

A. Procedure I (list following words on blackboard for discussion, spelling and usage)

first day

1. Social Security
2. payments
3. contributions
4. benefits
5. retirement
6. age
7. job
8. tax
9. number
10. public
11. disability
12. finance
13. spouse
14. unemployment
15. insurance
16. expenses
17. widow
18. widower
19. wages
20. employer
21. employee
22. eligibility
23. minimun
24. salary
25. covered
26. plan
27. qualify
28. determine
29. Federal Government

II. Adults make a list of words from the blackboard and underline words that they know.

III. Make a list of the words that make them think of money.

IV. Make a list of new words. Look up meanings and use in sentences.

V. Spelling contest

B. Guest speaker: Secured from Social Security Office

second day
1. Followed by question and answer period

C. Divide group into 3 divisions- with group selecting a leader, a secretary, a librarian and a monitor

Level I

1. Fill out card for Social Security number

third day
2. Fill out card for request for statement of earnings

(above cards to be mailed by teacher)

3. Show film: Samuel and Social Security (color-5 minutes)

4. Read: Joe Wheeler Finds a Job and Learns About Social Security.

Answer questions in work pages in booklet

Answer teacher made questions

Level II

1. Fill out card for Social Security number

2. Fill out card for request for statement of earnings.

(above cards to be mailed by teacher)

3. Show film: The Social Security Story (14 minutes)

4. Secure following information from booklets in:

    1. Types of employment covered by Social Security
    2. Employer-Employee contribution
    3. Number of quarters required for eligibility
    4. Age qualification for partial and full retirement benefits.

Level III

1. Fill out card for Social Security number
2. Fill out card for request for statement of earnings

   (above cards to be mailed by teacher)
3. Show films: The Joey Bishop Show

   You and Your Medicare
4. Read booklets for following information on Social Security Benefits and Amendments
   1. Retirement
   2. Disability
   3. Lump sum death benefits
   4. Survivor Benefits
   5. Medicare Benefits at age 65
   6. Amendments of 1967

D. Continuation of reading materials for individual groups

Opportunity to view other groups films

fourth day

Assemble material for reports

Wages- Programmed Learning Test

E. Reports by individual groups, which may be made in the following manner:

1. One person reporting for the group
2. Report taking the form of an interview
3. Panel discussion
4. Skit

Note: In all reading assignments teacher works with group, answers questions, helps clear up points readers do not understand.

WEEK OF FEB. 7 To FEB. 13, 1969

GET LESSON ON SOCIAL SECURITY.—The Adult Basic Education class at the Carver school recently had as its special project a lesson on Social Security. The adults were given background information on Social Security by Joseph M. Buglewitz, assistant district manager of the local Social Security office. He discussed retirement benefits, old age and survivor's insurance, disability benefits, child benefits and Medicare. He also furnished pamphlets, posters, booklets and movies. One of the movies was made at Silver Dollar City, Mo., and is to be released to one of the local TV stations for showing. Each class decided upon its method of presenting its findings. The Wednesday class gave a panel discussion. The above picture shows the panel, class members, teachers, teacher aides and the speaker. First row, seated, left to right: Lula McKissick, Phil Ironwing, Ethel Roberson, Cynthia Wilson, Gertrude Mosby, teacher's aide; Brenda Williams, Sarah Lewis, Mary McMullen, Elva Brown, Gayle McDaniel and Theopie Wren, teacher's aide. Second row, left to right: Ronald Smith, Essie Clark, Shirley Morris, Billie Jean Roberts, teacher's aide; Veda Roulette, teacher aide; Donna Mullins, Herbert Blessman, teacher; Mrs. Gladys Badeau, teacher; Joseph M. Buglewitz, speaker; Mrs. M. A. Hilton, teacher; Frankie Douglas, Opal Ivy, teacher aide; Twilla Booker, Bertha Boyde and Ronald Glasgow.

UNITED STATES GOVERNMENT

Memorandum

TO : Russel R. Jolbert, Asst. Commissioner
for Public Affairs
ATTN : Andrew Hofer, Rm 1-L29(a) O.W.
Baltimore, Maryland

DATE: January 2, 1969

FROM : Joseph N. Buglewicz, Asst. District Manager
Kansas City, Missouri

SUBJECT: Special Project on Adult Basic Education in Kansas City, Missouri

The special project is now well under way. Based on the comments of the teachers, teacher's aides and students it is a great success.

Attending the discussions and classes are eighty-nine students, four teacher's aides and two teachers. The students range in age from 17 to 53 years. All except five are under thirty years of age. The majority of the students were referred to the class by the State Employment Service and the Welfare Office.

Each day we had a different grouping of students. We experimented with various methods and visual aids in getting the Social Security Story told. We used pamphlets, movies, slides, felt boards, blackboard, round table discussions and lecture type discussions.

The best method was to give them first the background reasons for a social insurance program. The film "Before the Day" served this purpose well. After the movie we went to a classroom for a lecture and discussion session on social security.

The following agenda was used together with various visual teaching aids. However, the best visual aid was the blackboard. We put about twenty words on the blackboard and after the lecture they were to copy these words on a sheet of paper. Each time we mentioned the word during the ✓ lecture it was called to their attention by pointing to it. (Attached is list of words used.)

However, I feel that the most "eye catching gimmick" was the drawing of a face of a clock with a question mark in the middle. This clock was used to build up the story of social security by calling it the circle of your life, and the question mark was referred to as tomorrow. When the discussion was finished the completed circle would be as per attached sheet, showing the different types of benefits payable. Since this was a younger group we stressed disability benefits first, death benefits second and retirement and health benefits last.

The discussion was started by asking the students if they had social security cards. Those that did not have cards or had lost their cards

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

were handed applications for a social security number by the teacher's aides. While this was going on I explained the importance of the social security card and that only one card can be obtained in a lifetime; that it is similar to their thumb print, only one of its kind. This was followed with the question, "How many have married and still have their card in their maiden names?" Oddly enough we would pick up one or two in each class, and also about one or two that had changed their name on our records. (After class we helped them fill out the application by using the SS-5 as a guide.)

After this short discussion we gave them the Form OAR-7004 to complete in order to verify their social security account. The reasons for checking the social security account was explained especially for those that had not changed their names since time of marriage and those that lost their cards.

From here on we went to the clock and to the words on the blackboard, with the question, "How old do you have to be to obtain a social security card?" The answer varied from any age to 18 - 21 and at birth.

I asked the person why he said at birth and he said, "We have to have a number anyway, why not get one when we are born?" However, only one out of eighty-seven said when you start to work you need the social security number.

Since they had all seen the movie, "Before the Day" the question was asked, why do we have a social security insurance program? This brought out various answers about welfare, retirement, old age, disabled child benefits and others. Then I asked if they knew anyone receiving social security benefits? In each class there were several where the immediate family was receiving benefits and in several instances a child beneficiary was in the class and currently receiving social security benefits.

Each was asked if they would mind telling the type of benefit received and what they knew about it. None were reluctant. As the explanation was given the type of benefit was put along side the clock at the appropriate time. A further explanation was given by social security representative regarding the benefit and any additional benefits paid in that category and the required quarters of work necessary to receive the benefits. Here it was pointed out that social security is family protection for the wage earner, his wife and children. While working and earning the small contribution gave the feeling of independence, a kind of security and protection if the unforseen should happen. Several examples of disability and survivors benefits were given and the breakdown of the type of payments in the Greater Kansas City Area.

Again the importance of the social security number was stressed. How the employer reports the earnings and how the self-employed make their report. An explanation of the trust fund was given, using the OASI-81 as a guide. A discussion was held on the confidentiality of social security records. It was also indicated that social security taxes are compulsory and must be taken out of the wages of each employee by the employer and reported regularly.

Now that we established the kinds of benefits payable, the taxes to be paid, an explanation was given on proofs needed regarding age, marriage, and earnings with a reminder to keep any valuable papers in a safe place. They were reminded that social security benefits are not automatic and that an application must be filed. The only exception given was where husband and wife are receiving social security benefits and either or the other one spouses dies, then the surviving spouse should notify the social security office of the event.

The retirement test was explained and the reasons for such a test at time of retirement. How this is used when survivors benefits are paid. It was explained to them that the test for disability is different because of the gainful activity and the nine month trial work period.

At this time the students were asked if they had any questions about the social security program. We had many very good questions regarding survivors benefits--disability, quarters of coverage necessary and even to the reinvestment of the trust fund. They were asked if they knew where the nearest social security office was. Then the addresses of all offices in the Metropolitan Area were put on the blackboard with the telephone numbers. They were instructed on how to find the telephone numbers in the telephone directory for other Federal Government Agencies.

During the last few minutes of the class an explanation was given on how to obtain Federal employment, where to apply for it and some of the requirements needed for various jobs.

After the regular classroom training other movies dealing with social security were shown. The rest of the day was taken over by the regular instructor and teacher's aide. She used charts and various questions and answers based on the movies and classroom training.

Attached is a question and answer series that has a great deal of merit. It was arranged by Mrs. Badeau, the social security instructor and proved to be a valuable tool as to the depth of our training.

In discussions with Dr. McCampbell and Miss Cowan it was felt that we should use the regular pamphlets and not stress the comic series, such as the Joe Wheeler Story. They felt that even though the students might have less than a high school education, they do not want to be referred to as childish by handing them the comic book series.

All pamphlets were placed on a table in the classroom. The students were asked to help themselves to the pamphlets. The best seller was the pamphlet for the young families, the SSI-35(C), the second best was Your Social Security "SSI-35," Other pamphlets picked up referred to disability and the trust funds.

The comic book was distributed toward the end of each class period, and reference was made only to the questions in the pamphlet to see if they could answer them.

A great deal of credit to the success of the class should go to the instructors, Mrs. Badeau and her teacher's aides. Mrs. Hinton, another instructor was most cooperative. She operated the projector for all the movies and also asked the students various questions on social security after the movies. Both teachers would give me the feed back as to what the students were interested in and what they were missing and I would refer them to the pamphlet series for further instructions. The information was then given to the students in the afternoon class.

I had several personal interviews with the students about their own social security problems. In fact, I picked up one disability claim; two lump-sum death claims that had a few months to run; duplicate social security account numbers and eight change of name applications.

I feel that the training sessions were a step in the right direction. And that ninety-five people benefited by them.

Arrangements are being made at the present time to start a training class for all teacher's aides after the first of this year.

Another similar organization, operated by the Catholic Educators and called "New Careers" is interested in this type of training. The sessions will start soon after the first of this year, as soon as the necessary arrangements can be made.

I again wish to compliment the teachers, Mrs. Badeau, Mrs. Hinton and the teacher's aides who were most helpful and cooperative. Their assistance made the task that much easier and aided in the success of the class.

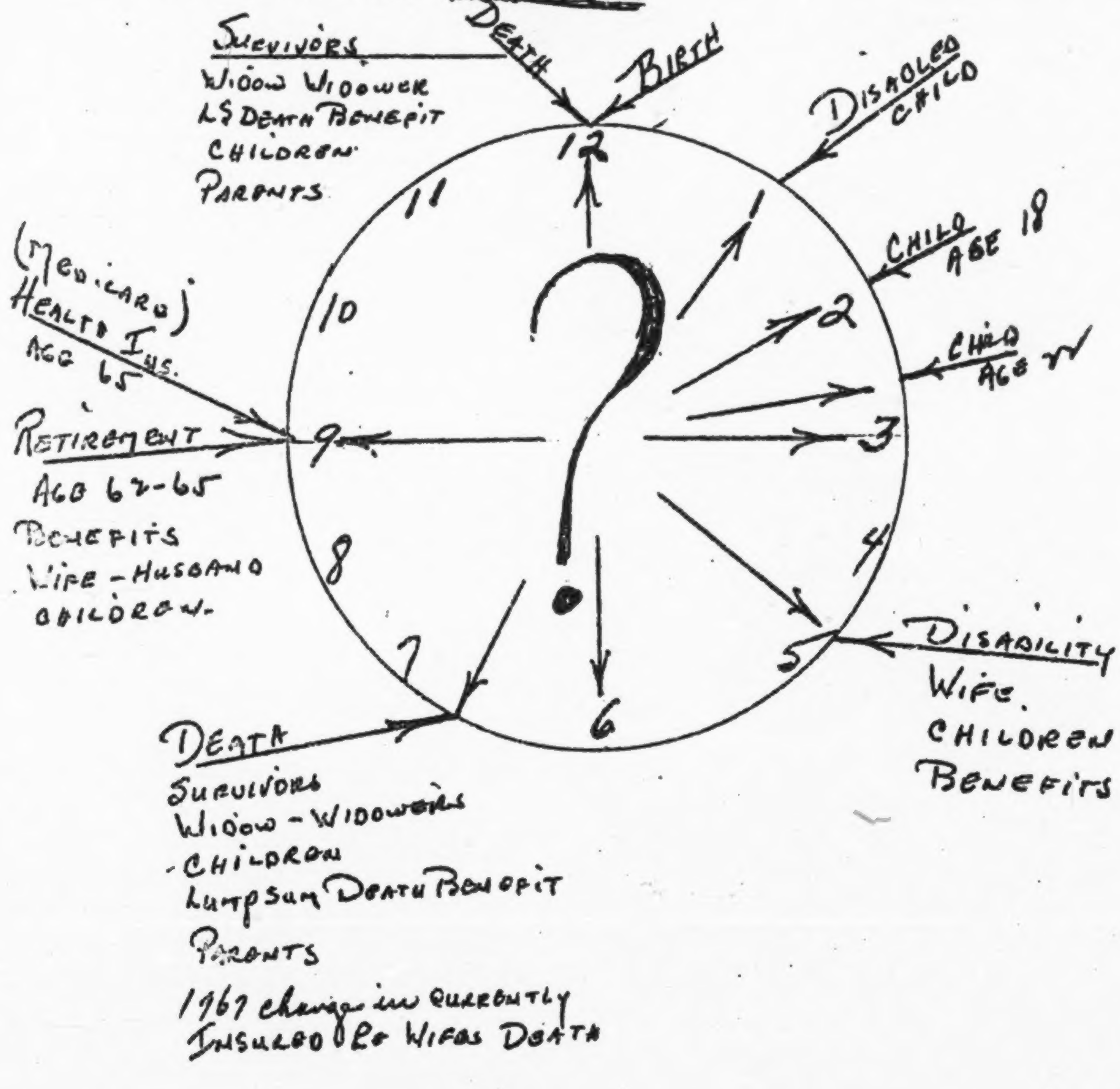
I want to thank you for the opportunity to present and organize this much needed training on the Social Security Story in the inner-city area. I hope that some of the ideas that were used may be of some help in other areas. We will use the same procedures and agenda for the next class that should start sometime the latter part of January 1969.

Attachments

cc: RC
RR-DOO

THE CLOCK SYMBOLIZES YOUR LIFE

THE QUESTION MARK – WHAT ABOUT TOMORROW – WHAT DO WE KNOW ABOUT TOMORROW


SURVIVORS
WIDOW WIDOWER
LS DEATH BENEFIT
CHILDREN
PARENTS
DEATH
BIRTH
DISABLED CHILD
CHILD AGE 18
CHILD AGE 22
(MEDICARE)
HEALTH INS.
AGE 65
RETIREMENT
AGE 62-65
BENEFITS
WIFE – HUSBAND
CHILDREN
DISABILITY
WIFE
CHILDREN
BENEFITS
DEATH
SURVIVORS
WIDOW – WIDOWERS
CHILDREN
LUMP SUM DEATH BENEFIT
PARENTS
1967 change in CURRENTLY INSURED RE WIFES DEATH
12
11
1
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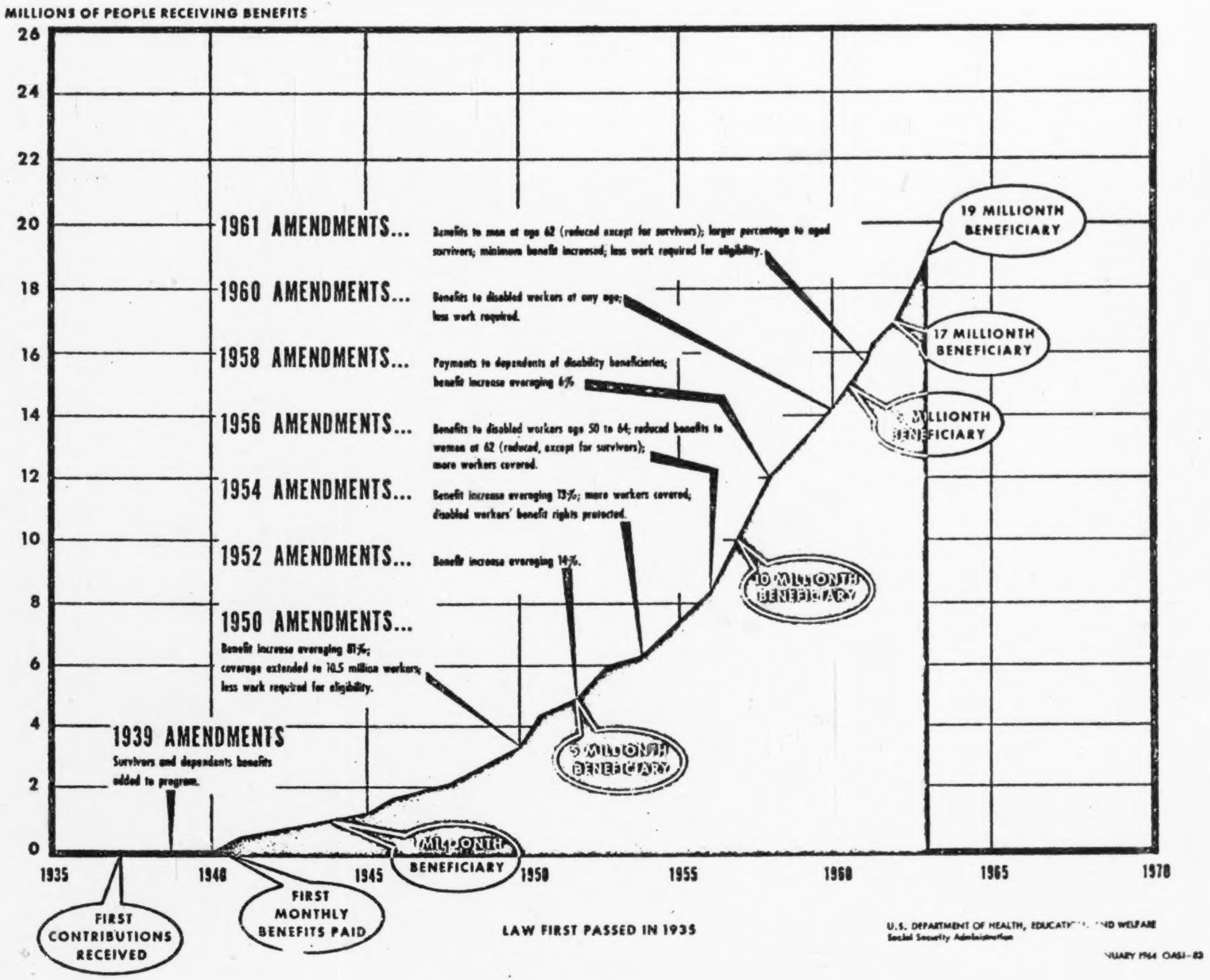
?

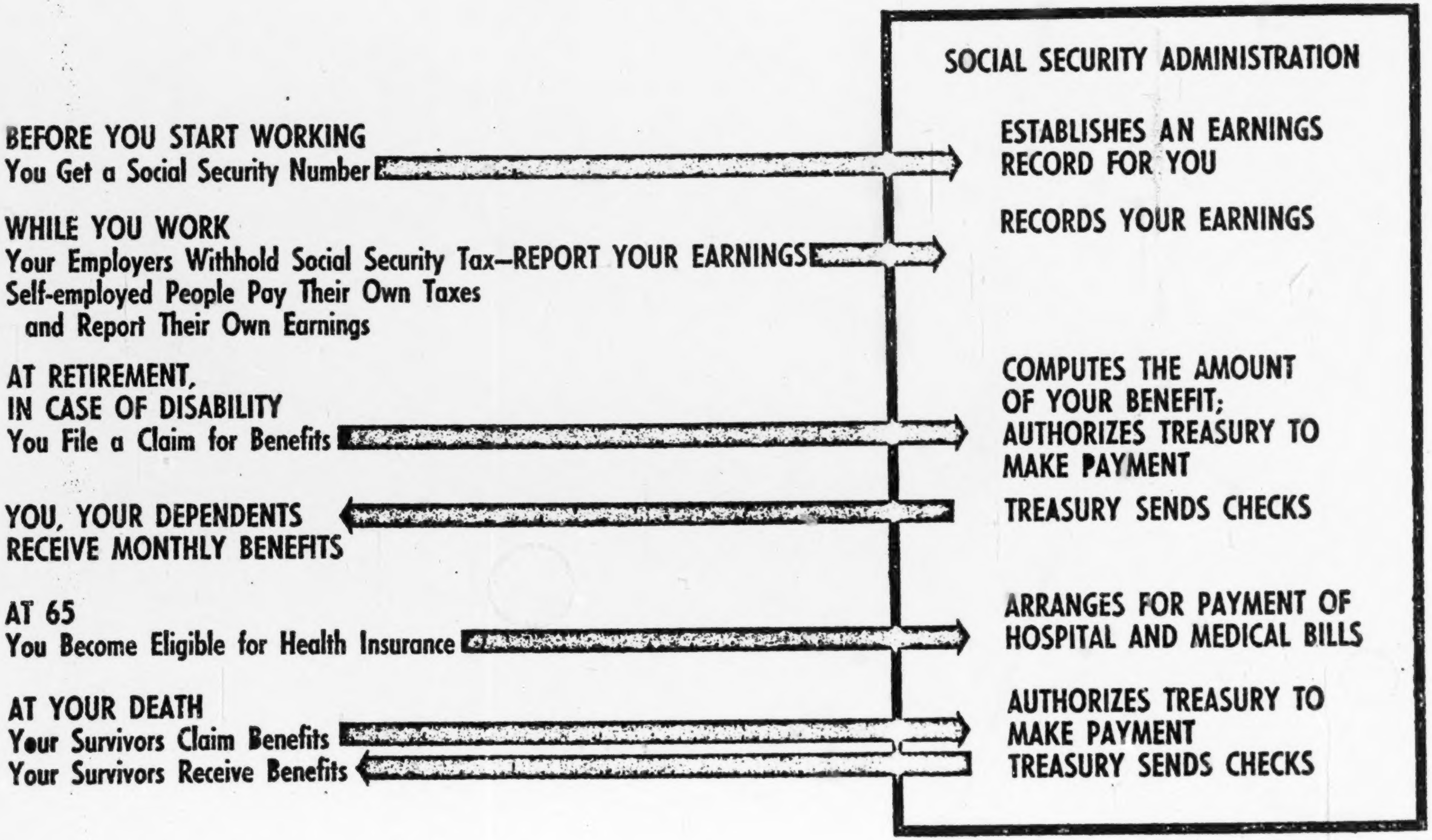
HISTORY OF THE SOCIAL SECURITY PROGRAM



U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Social Security Administration

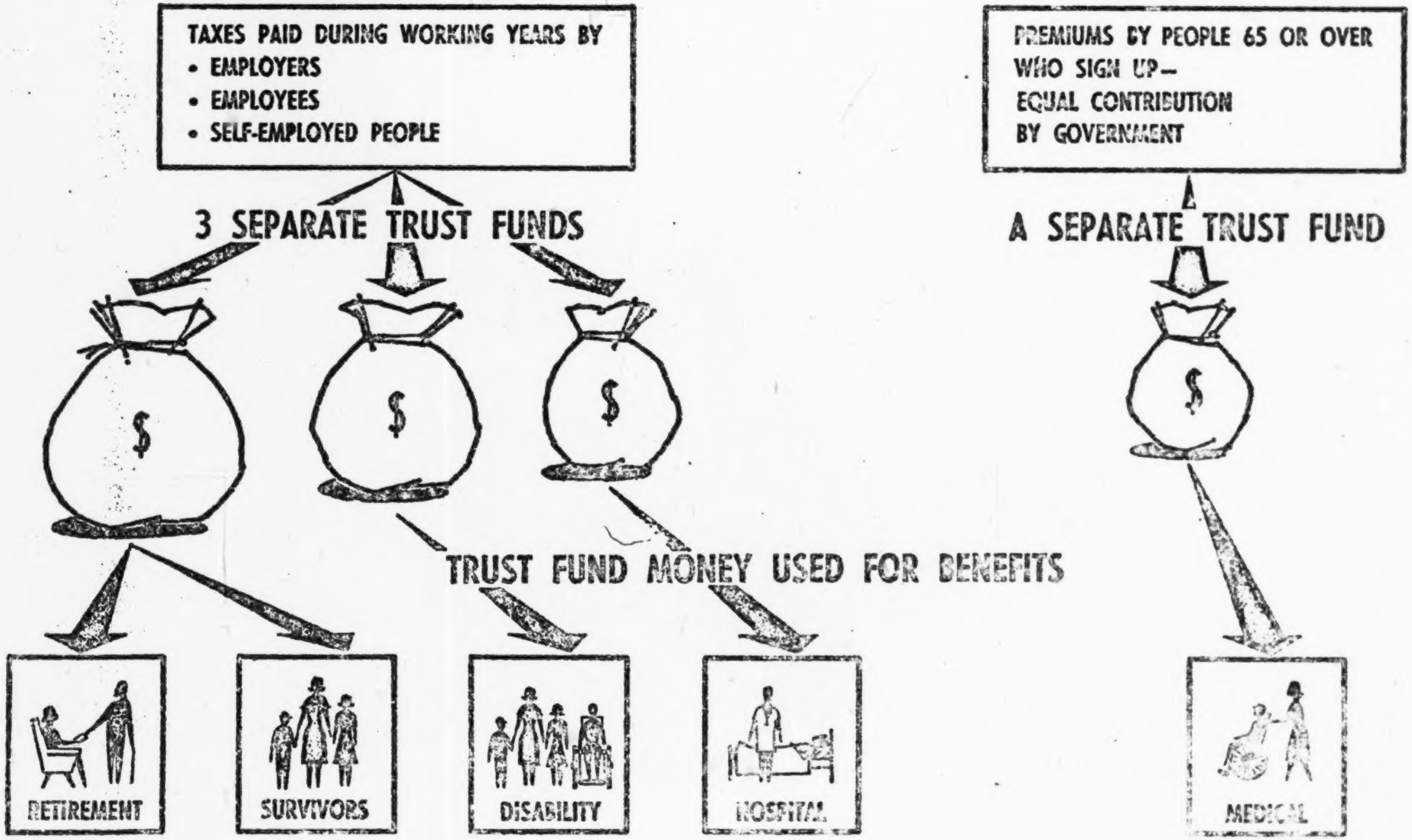
NUARY 1964 OASI-83

FROM SOCIAL SECURITY NUMBER
TO
SOCIAL SECURITY BENEFITS


SOCIAL SECURITY ADMINISTRATION
BEFORE YOU START WORKING
You Get a Social Security Number
ESTABLISHES AN EARNINGS RECORD FOR YOU
WHILE YOU WORK
Your Employers Withhold Social Security Tax—REPORT YOUR EARNINGS
Self-employed People Pay Their Own Taxes and Report Their Own Earnings
RECORDS YOUR EARNINGS
AT RETIREMENT,
IN CASE OF DISABILITY
You File a Claim for Benefits
COMPUTES THE AMOUNT OF YOUR BENEFIT; AUTHORIZES TREASURY TO MAKE PAYMENT
TREASURY SENDS CHECKS
YOU, YOUR DEPENDENTS RECEIVE MONTHLY BENEFITS
AT 65
You Become Eligible for Health Insurance
ARRANGES FOR PAYMENT OF HOSPITAL AND MEDICAL BILLS
AT YOUR DEATH
Your Survivors Claim Benefits
AUTHORIZES TREASURY TO MAKE PAYMENT
TREASURY SENDS CHECKS
Your Survivors Receive Benefits

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Social Security Administration

SOCIAL SECURITY WHERE THE MONEY COMES FROM; WHERE THE MONEY GOES.



RETIREMENT, SURVIVORS, DISABILITY, AND HOSPITAL INSURANCE

TAXES PAID DURING WORKING YEARS BY
- EMPLOYERS
- EMPLOYEES
- SELF-EMPLOYED PEOPLE

3 SEPARATE TRUST FUNDS

VOLUNTARY MEDICAL INSURANCE

PREMIUMS BY PEOPLE 65 OR OVER
WHO SIGN UP—
EQUAL CONTRIBUTION
BY GOVERNMENT

A SEPARATE TRUST FUND

TRUST FUND MONEY USED FOR BENEFITS

Administrative costs for each program come out of the corresponding trust fund.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
SOCIAL SECURITY ADMINISTRATION

1965 OASI-41

Name____________________________

Date____________________________

Comprehension Check

Benefits Available

Retirement Benefits

1. How old must a man be to be eligible for retirement benefits?________________
2. How old must a woman be to be eligible for retirement benefits?________________
3. If you are a man the amount of work you need for retirement benefits depends on the date you reach the age of ______________.
4. If you are a woman the amount of work you need for retirement benefits depends on the date you reach the age of ____________.
5. If you have a relative who will be eligible for retirement benefits in the near future, look up the number of years of work your relative will need in order to qualify on the date when he reaches age 65.
6. Use booklet - your social security earnings record - page 21. Estimate your cash benefits by using steps on page 22, to 25.

Disability Benefits

1. At what age does disability start?
2. If disability start at age 24, how many years of coverage do you need to become eligible for disability benefits?_______________.
3. If disability begins between age 24 and 31 how many years of work do you need credit for?______________.
4. Can a worker 31 years or older be only partially insured in order to qualify for disability benefits? **Yes** ________ or No ________
5. A worker 31 or older must be ___________ insured in order to qualify for disability benefits.
6. A worker 31 or older must have credit for _______ years of work in order to qualify for disability benefits.
7. A worker 31 or older must have credit for ________ years of work in the ________ year period ending when he becomes disabled.

Numerical Skills

Name ______________________

Date ______________________

1. Figure out how much will be deducted for Social Security from the monthly wages earned by a man who is not married and receives:

   $400 per month $500 per month $600 per month $700 per month $800 per month

2. How much will be deducted if the worker is married and the wife is not employed?
3. How much will be deducted if the wife is employed and pays her own social security?
4. Suppose the worker is married and has five (5) children under age 15. How much will be deducted?

Note 1: Use Federal Witholding Tax form to compute required amounts.

Note 2: Answer sheet issued with study sheets for immediate confirmation.

Survivor Benefits

1. Certain members of the worker family can receive survivor benefits, if the worker has credit for a least __________ years of work.
2. Certain members of the worker's family can receive survivor benefits if the worker has credit for at least _____ years of work in the ______ year before his death.
3. The members of the worker's family who can receive are: (1) the husband if the ________ dies, (2) the wife if the ________ dies. Any child in the family under _______ years if unmarried.
4. If the child is going to school he can receive survivor benefits up to the age of _______ years if unmarried.
5. Survivor Benefits are paid from __________ __________ and _________ _________ Trust Funds.
6. The Federal Old Age and Survivor Insurance Trust Fund are the largest trust funds and became effective in 19__.

Medicare Benefits

1. Medicare Trust Fund was established in 19 __.
2. A man is eligible for medicare at the age of ____.
3. A woman is eligible for medicare at the age of ______.
4. After 1968 a man or woman must have some ________ coverage in order to qualify for medicare benefits.
5. Medicare includes _____________ insurance and ______________ insurance.
6. Hospital insurance helps pay for your care when you are in the ______________.
7. Medical insurance helps pay for your ____________ bills and other medical services.
8. Medical insurance premiums are $__________ a month for the period April 1, 1968 to ____________ 1969.

9. Your medical insurance pays ½ the cost of medical protection. The ________ pays the other half.

10. Payments are automatically deducted from those who receive ____________ checks.

11. Those who do not receive Social Security checks pay their premiums directly to the ______________________________.

12. General enrollment period every year is from ________ to __________ 31st.

I Comprehension Check

Name____________________

Date____________________

1. The Social Security program began in 19__.

2. Social Security is a contribution paid into a trust fund. These payments are made by the _______________and _________________on____________________.

3. These contributions are based on the individual____________________.

4. These earnings of each worker are recorded and kept by the Social Security _________________.

5. Social Security contributions are placed in three special trust funds 1.____ ____________and _____________2.__________ ___________and 3.____________ ________________________in the United States Treasury.

6. There is a fourth trust fund which holds many of the __________ __________ ________program.

7. Everyone is given a social security _________when he starts working.

8. This Social Security __________includes numbers, your name printed and your signature.

9. This Social Security _____________ is kept for a life time _____ ____ are changed each time you get a new job________.

10. A Social Security record is kept under the name and _____on the social security __________.

11. Your Social Security ______is also your income tax number.

12. If you lose your social security ______you can get a duplicate by applying at your local Social Security Office.

13. If you do not have a social security_____, you can get one at the local Social Security Office.

14. If you change your name you can get a new social security _______showing your new name, but your social security number will be the same.

Field Trip

Lesson Plan: Christmas Party with a lesson on social living

Objective: To teach proper table manners and proper dress

Materials: List of words

Picture of place setting drawn on blackboard

Picture of place settings in magazines

Motivation: Lunch at a well known restaurant

Gold Buffet - North Kansas City, Missouri

Procedure: List of words used during holidays were placed on blackboard.

These words were later spelled and used in sentences.

Picture of place setting was drawn on blackboard also used pictures of place settings in magazines

Group discussion:
(a) Setting a proper table
(b) Use of flatware
(c) Use of napkin
(d) Duties of a hostess at home or in a public place
(e) Male responsibility at home or in a public place
(f) What makes a dinner or luncheon a success
(g) Proper dress

Activity: All students were taken to the Golden Buffet for lunch. The cost of the lunch was paid by an anonymous donor

NAME________________________________

DATE____________________

JOB CLINIC

Vocabulary-Study--pronunciate words, look up meanings, make sentences and spell.

1. work
2. available
3. regional
4. training
5. re-training
6. local
7. selectivity
8. disruption
9. relocating
10. credit rating
11. services (employment)
12. semi-skilled
13. unskilled
14. trends
15. job description
16. seasonal labor
17. Chamber of Commerce
18. panel
19. substandard
20. apprentice

Employment Opportunities

Last Monday we were addressed by Mr. Lorenner Pemberton concerning employment opportunities in Kansas City for minority groups. Mr. Pemberton touched on many fronts, various ages and personal requirements such as the slots open for training and apprentices, education demands and personal appearence.

The openings for men were more plentiful and paid more than those for women. There were firsts such as railroad swicthmen and sheet metal workers that were formerly closed to Negro men. There were opportunities that had gone untapped by minority groups such as dock loaders that pay well and one of few jobs not requiring a high school diploma.

Apprentices for building I thought offered a good source for men and paid up to $7.00 an hour for iron workers. Kansas City not being a factory but a service type city has it's best turn over in clerical work for women, such as clerk typists, secretaries and key punch operators. Most of these positions and the best paying ones are with the government, with eceptions of plants such as Ford, which starts a secretery out at

Cont page two

$500.00 a month plus a cost of living expence of $22.50 per month. A clerk typist may earn as much as $325.00 while a key punch operator earns as much as $450.00 a month to start. Most hospitals offer a training program for aids. This pays a $1.50 per hour (a $1.60 afer June) and raise of .10 an hour after completion of training.

The does and don'ts were also helpful such as hair styling, the types of hair coloring frowned upon and micro minnie dresses. I also learned weight was a factor on some type jobs and height on others. All in all the discussion was well recieved and most usefull.

Louise M. Hicks
C.E.P.

JOB CLINIC

Frances Griffin

Do you have a high school education? Sorry, we are only hiring experienced help at the present time. How many times have you heard those words when seeking employment?

Mr. Pemberton, director of the Urban League, talked to our class on April 28- about job interviews and qualifications. He informed us of the tutoring books that are available in the public library or that can be purchased in paper back. The book titles are, "Clerk G S- Office Aid." "Office Assistant." these books can be of great help when preparing for tests or examinations. Mr. Pemberton said, "There are very few jobs for unskilled women at the present time."

If you can pass the G.E.D. test you have made the first step toward an opportunity for a better job. If you are over twenty one the test is free. If you don't pass the test the first time, try again. In filling out applications, always do so honestly. It is always good to take with you the name and address of your last employer and the names and addresses of two or three persons that have known you for a period of at least five years, longer if possible.

When applying for a job always go where there is a need for your type of work. If you have the qualifications you may be hired even at age sixty five. When you have filled out an application or taken a test always remember to be thankful for the time spent with you.

JOB CLINIC

Nancy Neal

My training as an E.E.G. Technician

E.E.G. is Electroencephalagram. Which means recording the activity of the human brain. The training will last six months. After that time if we qualify, we will be hired permanently. The starting salary is $2.50 an hour. 8 hours a day, and five days a week. Their is another young lady training with me. One of us will stay on at Menorah Hosp., and another will go to General Hosp. or Children's Mercy Hosp.. We will have to learn how to measure the human head, and place the electros on the spots of the head after measurements. We will also have to learn the different medical terms, in order to read the patient's chart and medical history. So far the training is very interesting, although the study is quite hard at this time.

VOTING - UNIT I

Suggested teaching time: 5 days

TOPICS:

1. Registration
2. Qualifications
3. Elections
4. Polls

OBJECTIVES:

To inform students about laws and rights to vote

PREPARATION:

Questions to stimulate interest and discussion

Invite speaker

Word study on each topic

MOTIVATING ACTIVITIES:

Select speaker-from either League of Women Voters,
Republicans, Democrats, or Chamber of Commerce

Movie- How We Elect Our President F2022

Voting machine to be demonstrated and used by each participant

WORD STUDY

REGISTRATION
Unit I

1. register
2. complete
3. district
4. county
5. permanent
6. primary
7. general
8. necessary
9. absent
10. election

REGISTRATION

Unit I

Registration is completed in the office of the County Election Board or at other places assigned by them, 1300 Locust in Kansas City, Missouri (Jackson County).

A citizen must be registered to vote if he lives in any first or second class city.

Registration is permanent in Missouri. Re-registration is not necessary unless a person has failed to vote at the last general election, has moved since last registration, or has changed his name.

Any sick or disabled person or a person absent from the County may register by mail. Be sure to sign your name and address.

Registration books are open before a statewide primary or general election until 20 days before such an election.

registered	1. You must be _______ in order to vote if you live in any first or second class city.
vote	2. Re-registration is required if you have failed to _______ at the last general election.
mail	3. Persons absent from the county may register by _________.
live	4. You must be registered to vote if you ________ in any first or second class city.
re-registration	5. _________ is required if you have moved since you last registered.
register	6. Persons who are sick or disabled may _________ by mail.
20 days	7. One may register for voting at any time up until _______ days before a statewide primary or general election.
registration	8. If you live in any first or second class city, __________ is required in order to vote.
re-registration	9. If you have changed your name, ________ is necessary.
	10. Select the reasons a Missourian must re-register by placing an X in the right blanks. _____ a. You reach your hundredth birthday. _____ b. You have changed your name. _____ c. You failed to vote in the last general election. _____ d. You registered before 1940. _____ e. You have moved since you last registered. _____ f. You pay taxes in another state.
20	11. It is not possible to register for voting during the _____ days before election.
first and second class	12. Write the classes of cities in which you are required to register to vote.

register

13. If you failed to vote at the last general election you must___________________.

14. Registration is completed in the office of

a. Mayor b. County Treasurer

c. County Election Board

Discuss this answer with Instructor

registration

15. Places other than the Office of the County Election Board may be named for __________.

16. Write the number of days in which registration is not allowed before an election____________

17. Re-registration is required if you have______ since you last registered.

Discussion:

Tell where you may register to vote.

____

Vocabulary Study

VOTING

1.	**precincts**	A city is divided into small precincts, or areas, t make it easy for citizens to get to the voting pla
2.	ballot	A ballot is the paper on which a vote is marked.
3.	Democratic	One of the big political parties in the United Stat is the Democratic party.
4.	Republican	The other main political party in the United State is the Republican party.
5.	incumbent	An incumbent is a person who is in office.
6.	senator	A senator is a member of the law-making body of our government.
7.	politics	Politics is the science of government.
8.	candidates	People who **run** for public office are called candida
9.	register	To register is to have your name put on the list of those eligible to vote.
10.	platform	A statement of the goals and policies of a political party is a platform.

FILL IN THE BLANKS FROM THE VOCABULARY ABOVE.

1. In which ________________ do you vote?
2. The two major political parties in this country are the__________ __________and the _______________.
3. Since the judge is already in office and is going to run again, h is called the ________________.
4. What a political party stands for is called a ________________.
5. A person who runs for office is a __________________.
6. When we talk about who shall run the government, we are talking a __________________.
7. When we write out name on the voting list, we____________.
8. The paper on which we mark our "X" is called a _____________.
9. Each state elects two ____________ to national office.

Examples of Materials Developed

The following is a reading lesson on Level I. It is focused primarily on the recognition and use of new words; however, a conscious effort has also been made to arouse the student's curiosity enough so that he will form the habit of turning to books for satisfaction. Included here are sections on vocabulary, word study, comprehension, and resource material.

This is one lesson from a series for Level I students. In creating this series, the instructor did not begin with a basic word list and build the lessons around it. Instead, she endeavored to use the most interesting material she could find, letting the material itself dictate the format of the exercises.

Reading Lesson for Level I

I. Do you know these words? Your teacher will help you with their sounds and meanings.

1. horse
2. rosaries
3. hour
4. swallowed
5. outtalk
6. nonstop
7. snowflakes
8. ostrich
9. only
10. doctors
11. outrun
12. alike
13. record
14. stomach

II. Now, let's read.

1. Can air burn steel?

   Yes, we call it "rust"

2. Do all snowflakes look alike?

   No. No two snowflakes are the same.

3. Can a woman out talk a man?

   No. The record for nonstop talking, 133 hours, was set by a man! The women's record is only 97 hours.

4. If you fell out of a plane, could you live?

   Maybe. One man fell 1000 feet, hit the ground, did a flip, and walked away!

5. Can a bird outrun a horse?

   Yes. One bird , an ostrich, can run over fifty miles per hour. A good race horse can run only forty-five miles per hour.

6. If you swallowed your keys, would you die?

   Maybe. But in one man's stomach doctors found 358 things, such as a can opener, twenty-six keys, and three rosaries!

III. Let's look closely at some of the words in this lesson.

1. In the blanks below, write four words from this lesson that are made by putting two other words together.

   __________ __________ __________ __________

2. Write the words from this lesson that mean the opposite of "different" and "interrupted." __________ __________

3. What does "horse" mean in this lesson?

   ____

   Can you think of any other meaning for that word?

   ____

   It is not spelled the same way as the animal, "horse".

   It is spelled "hoarse."

4. What does "hour" mean in this lesson?

   ____

   Can you think of any other other meaning for that word?

   ____

   It is not spelled the same way as the "hour" of time.

   It is spelled "our."

Iv. Do you remember what you read?

Which two statements are not true? Circle their numbers.

1. A woman can outtalk a man.
2. Of all the billions of snowflakes, no two look alike.
3. Steel can burn air.
4. If you fell from a plan you might live.
5. One bird can run faster than a horse.
6. You could die if you swallowed your keys.

V. Would you like to know more about the strange facts you read in this lesson?

1. Where could you find out what an ostrich looks like and where it lives?

____

2. How could you find out why iron and steel rust?

____

3. Is there a story you could read, about a man who fell from a plane and lived to tell about it?

4. Snowflakes come in many strange and beautiful designs. Where could you find some pictures of them?

____

VI. Answers.

Part III. 1) outrun; outtalk; snowflakes; maybe. 2) alike; nonstop. 3) an animal; a strange sound in your voice when you have a sore throat. 4) part of a day; It means that something belongs to us.

Part IV. 1 and 3.

Part V. 1) You could look up "ostrich" in the dictionary or the encyclopedia. (The student might name all sorts of other sources for this information.) 2) Try looking in the index of a science book for "rust" to get this information. Look up "rust" or "oxygen" in the encyclopedia. 3) Yes. It is called "I Fell 18,000 Feet," published by Reader's Digest especially for students in A.B.E.! 4) Try some science books on the elementary level or a good illustrated encyclopedia under "snowflakes."

SENTENCE GLUE

There are three general classifications or sentence glue words: coordinating conjunctions; subordinating conjunctions that introduce groups of words that have subjects and predicates but are not sentences; and relative pronouns, that introduce groups of words in which they act as the subject for the verb, the groups of words not being a sentence.

COORDINATING CONJUNCTIONS : and, but, or, so,

RELATIVE PRONOUNS: who, whom. whose, which, that

SUBORDINATING CONJUNCTIONS:

WHEN? while, when, whenever, as, before, after, since, until

WHERE? where, wherever

WHY? because, for, since, as, so, that, in order that

HOW? as if, as though, as

UNDER WHAT CONDITIONS? if, unless, though, although, than, whether

DEFINITION

A sentence is any word or group of words that makes sense by itself as it stands in the paragraph.

I bought an apple. When I went uptown. I ate it.
("When" should not be punctuated as a sentence.)

"When did you buy the apple?"
"When I went uptown." ("When" is correctly punctuated as a sentence here.)

I broke my leg. Falling downstairs. (Wrong)

"How did you break your leg?"
"Falling downstairs." (Right)

Dead. There was no doubt about it. He was dead. (Right)

HOW TO TELL A SENTENCE FROM A MEANINGLESS BLOB

PUNCTUATION

Punctuation is only a code or group of symbols that tells us how to say something that is on paper. It is easy to understand meaning when we speak, for we pause, stop, and raise or lower our voices. In writing, however, there is no way to be sure of meaning until we include the symbols which tell us how to do these things in our minds as we read.

Example: She had a wonderful time.
She had a wonderful time?
She had a wonderful time!

The meaning changes as the punctuation changes.

Example: I bought an apple when I went uptown I ate it. (wrong)
I bought an apple when I went uptown. I ate it. (right)
I bought an apple. When I went uptown, I ate it. (right)

FRAGMENTS

There are three simple ways to figure out where one sentence ends and the next begins. These ways are best used when your problem is that you write partial sentences, or what is called "sentence fragments."

1. How does it sound?
   a. If you pause, that is a period, or comma, or question mark, or exclamation point.
   b. If your voice goes down firmly at the pause, you won't have a comma.
   c. If your voice goes up at the pause, that's probably a comma or a question mark.
2. Does this make sense by itself as it stands in the paragraph?
3. What does it mean? Is the meaning clear?

RUN-ONS

For most of you, the main trouble is not fragments, but going and going and going until you get tired and rest your pencil on the paper making a dot. We call this a "run-on sentence," or more than one sentence punctuated as one.

To correct this situation we use the SENTENCE GLUE METHOD. Sentence glue is any word or symbol that glues together two thoughts. When you are writing, go along as usual omitting the punctation for the most part. When you finish, go back and put vertical lines between the thoughts. Then look for sentence glue. Where it appears there will be no end punctuation; where it does not appear at the end of a thought, there will be end punctuation.

WHY LIVE HERE? *

Why must they live in this blighted place
Where many call the slums?
The answer affects the human race,
Where the rich feet dare not come.

They try to walk with heads upheld,
Pretending to care not much.
But there's no use to sit and cry
Of things hearts dare not touch.

You ask, "Why keep on living here?"
The answer is plain to see.
"I would do better, if I could,
But it seems you're afraid of me."

Suppose I moved into your block,
Would our conversations be the same?
Or soon would I look above your door,
To find another's name?

It's easy to sit in the judge's seat
And say what one should do.
You'll find the task not an easy one,
Should the same thing happen to you.

So, when you go into the slums,
Be sure to look with care,
For many happy hearts are saddened
Because their homes are there.

Some more advice I'd like to give
While thinking about the slums,
Conditions forced their living there;
Don't class them all as bums.

Some used to live the same as you;
We talked and sang and played.
But somehow by the hand of fate,
Things didn't remain that way.

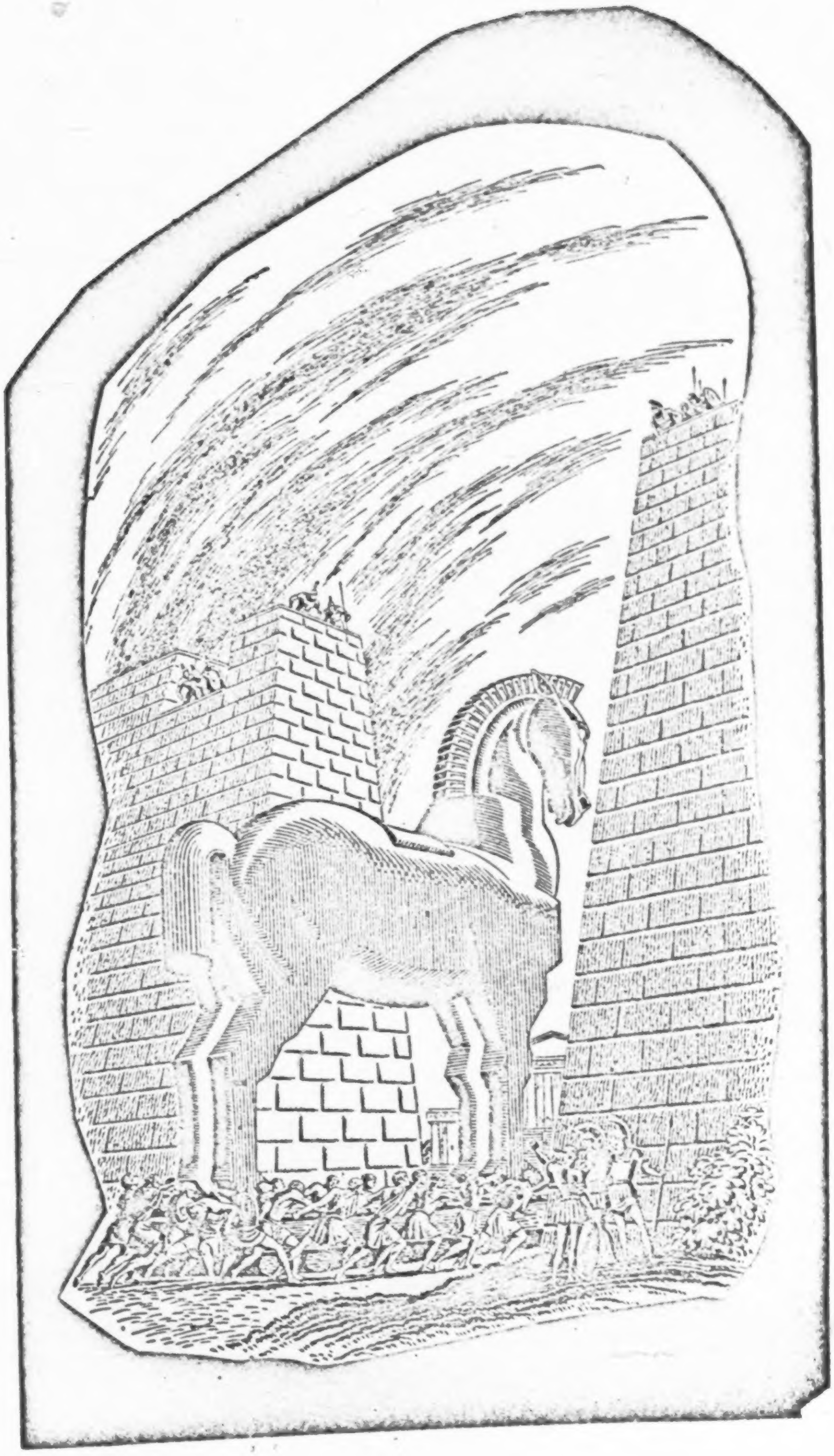
We once lived in a nice big house
Upon that yonder hill.
But poverty seemed to come our way,
And brought us down to nil.

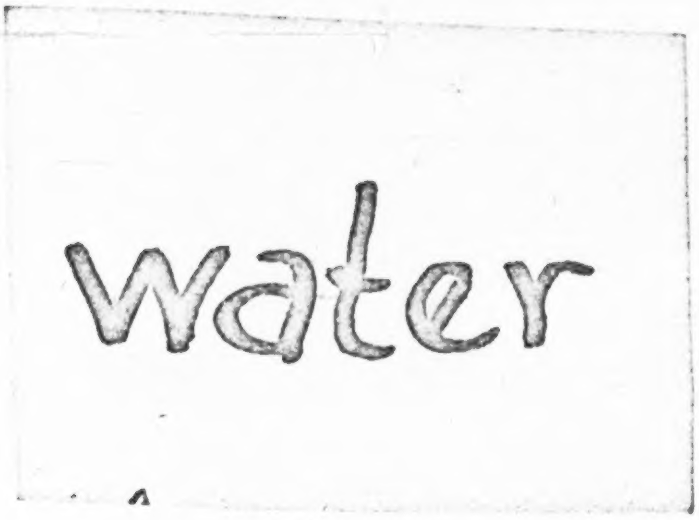
With hope and courage we now exist,
Still wishing for the best.
Wondering, waiting, and praying
While we undergo this test.

Ernestine English
G.E.D. Student
Carver Adult Center
October 23, 1968

*Used in ABE classes for Reading lesson

This is a sample of forty illistrations I have collected for use in a literature bulletin board display. Often a display is entitled "Have You Read ?" and includes a plot summary or excerpts from the literature itself. The purpose of this group of displays is to spark interest in reading various types of material from light to heavy.

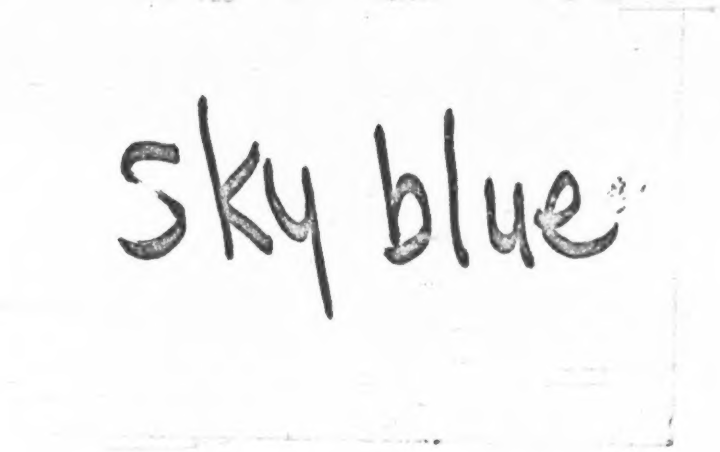




water

Level I

This is part of a flash card set of 50 non-phonetic words we use every day. These words are taught as sight words. They could be put on Language Master cards or coupled with a short tape when the teacher becomes too busy to spend a lot of time with any one student.



Sky blue

We made color cards at the request of our students. We would find a piece of paper the same color, cut it to size, and put the name of the color on it.

ALPHABET CARDS

I created and used these cards to teach the alphabet and the sounds of the letters to a mildly retarded 27-year-old illiterate. There were four basic problems facing me:

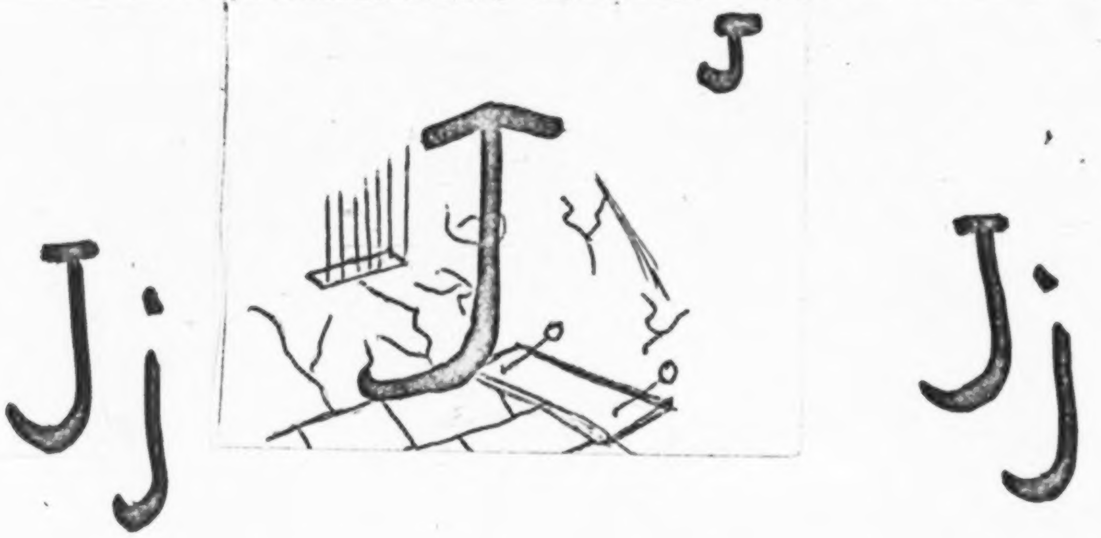
(1) To find pictures that recognized and whose names were part of his vocabulary.

(2) The student seemed to have no ideas to attach the letters to. Though he could write many letters, he did not know what they were. Repeated drill was not effective.

(3) To find pictures that not only said the names of the letters, but also had the letters themselves within them.

(4) To find pictures that the student labeled in the same manner as the teacher. "Engine" (n) for example had to be eliminated because the student persisted in calling it "train".

The first step was to introduce the pictures and their names. After several sessions when the student experienced considerable success in recognizing letters, these cards were attached to the Language Master card. The instructor tape says "J is for jail and jay. In a word it says half its name, (ju)". The student repeated this message on his own side of the tape, thus drilling himself on the sounds of the letters. He used the felt letter to trace the shape of the letter with his eyes closed, saying at the same time the sound of the letter.



A card for the LANGUAGE MASTER ® instructional dev
Company. The LANGUAGE MASTER unit and cards for use w
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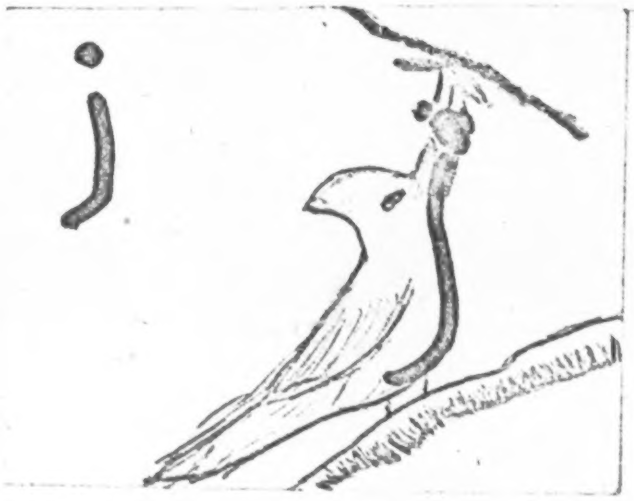

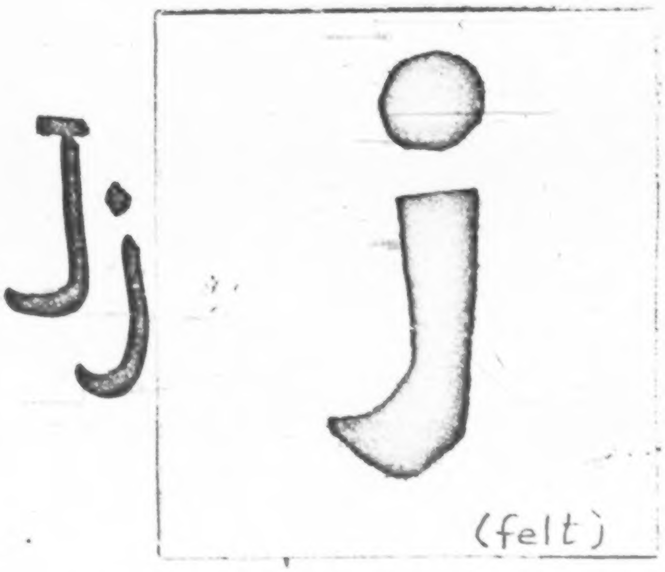

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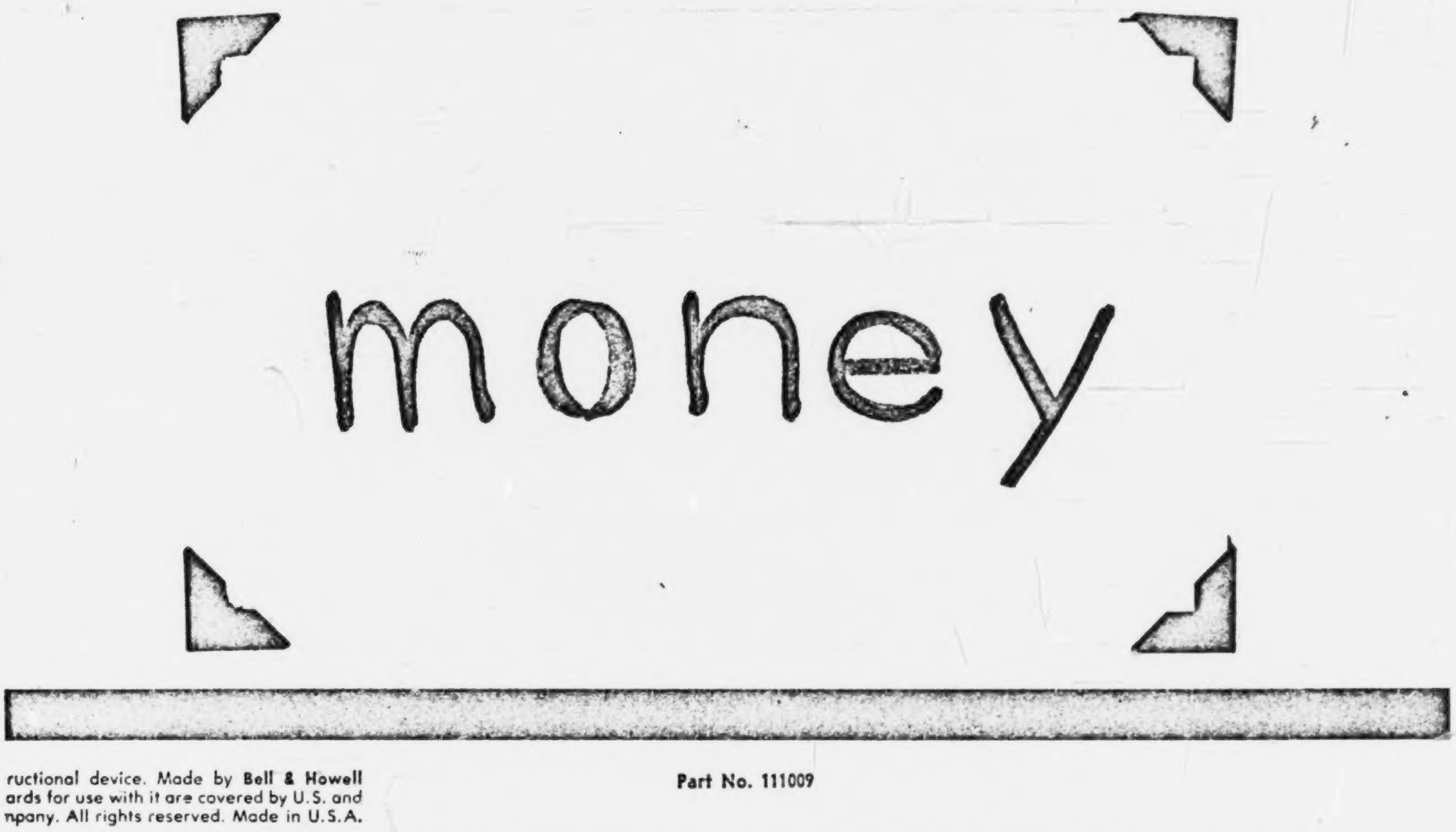
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Spelling on the Language Master

Materials - Language Master - Oblong cards cut in half on which are mounted photograph corners spaced to hold 3 x 5 unlined index cards.

1. Student copies word onto Language Master 3 x 5 insert. Colors show hard parts or memory aids. notes whether or not the word follows a rule.
2. Student records the name of the word on the student tape and the spelling of it on the instructor tape.
3. An aide can check the cards and tapes for accuracy before the student enters the study step
4. He studies the word (various methods)
5. He writes the word from his own dictation after the 3x5 cards ahs been removed.
6. He checks the spelling tape for correctness.
7. The 3x5 card goes into a flashcard pile to be reviewed periodically.
8. The language master tape can be erased and revised.
9. No more than 10-15 words should be studied at one time, unless the lesson is review.
10. The words studied can come from a number of places
11. The student would probably wish to use earphones

JAMES BROWN —

SOUL BROTHER NO. I

Word Study

1. fashionable - fash' ion' able
2. ghetto - ghet' to
3. undulating - un' du' lat' ing
4. drop out - drop' out
5. entertainer - en' ter' tain' er
6. occasionally - oc' ca' sion' al' ly
7. respect - re' spect
8. organize - or' ga' nize
9. impressed - im' press' ed
10. spiritual - spir' i' tu' al
11. monument - mon' u' ment
12. monumental - mon' u' ment' al
13. belated - be' lat' ed
14. stature - stat' ure
15. constituent - con' stit' u' ent
16. exercise - ex' er' cise
17. exorcist - ex' or' cist
18. syncopated - syn' co' pat' ed
19. uninhibited - un' in' hib' it' ed
20. benefactor - ben' e' fac' tor
21. Messiah - mes' si' ah
22. immerse - im' merse
23. cathartic - ca' thar' tic

Use your dictionary to find the meaning of unfamiliar words.

Using the New Words

1. The music was very fashionable last night.
2. The black man is not required to live in the ghetto any longer.
3. They were undulating to the beat of music.
4. I am a high school drop out.
5. James Brown is a great entertainer.
6. Occasionally, there are dances at the high schools.
7. I have given respect to everyone in my home.
8. We will organize a better club this year.
9. John was impressed by the beautiful water in the sea.
10. Spiritual music can brighten your life in many ways.
11. There is a huge monument of three wonderful men in Washington, D.C.
12. James Brown is monumental at this time.
13. John's belated message was received today.
14. The stature of the old house is lovely.
15. The constituents of this are, water, milk, butter and sugar.
16. John was able to exercise evil from his mind.
17. James Brown is considered an exorist.
18. "Have you syncopated this music for me, Mary?" asked Joe.
19. The island has been uninhibited for many years.
20. Joe was the benefactor of our home.
21. The Messiah is being performed by the choir on Easter Sunday.
22. We will immerse several youngsters at our baptismal services.
23. Cathartic music stirs the emotions.

James Brown: the country's top pop vocalist, and growingly influential leader of his race

Soul Brother No. 1

Condensed from Look

Thomas Barry

James Brown learned the blues early. A poor-black bantam from the red-clay hills of the Georgia-Carolina line, he grew up in houses where there was no real mother, no brother or sister, a father only on occasion. He got his first store-bought underwear when he was nine. Before he left school in the seventh grade, he had shined shoes, washed cars, picked cotton and danced for nickels and dimes from soldiers at Fort Gordon, near Augusta. He went into reform school at 16 (car theft, breaking and entering), was paroled at 19. He began to sing spirituals in a Toccoa church to support an early marriage and because "I was trying to get a foothold, in *any*thing. I just wanted to be able to sit down and eat a good meal."

Last December, soul singer James Brown, 35, became the first black man in the 27-year history of *Cash Box* magazine to be cited as best male vocalist on single pop records. For the uninitiated, "pop" means sales to the whole record-buying public, not simply in the predominantly Negro rhythm-'n'-blues market, where Brown has been No. 1 since 1966. Thus, 15 years after he left Toccoa to tour cheap Southern dives in a ranch wagon containing, at one period, eight musicians plus instruments, James Brown is receiving belated recognition from white America.

His stature among American Negroes, in the meantime, has become monumental. He is The King, Soul Brother No. 1 of the 1960s, the man who can outsing, outdance, outhustle any rival—and does it for an hour and a half per show, 250 to 300 nights a year in ball parks and auditoriums from Orlando to Oakland. To millions of kids on ghetto street corners, he is living proof that a black man can make it big—and still come back to listen to their troubles. To their parents, James Brown is all this plus something else: the author of the 1966 message-song, "Don't Be a Drop-Out." To announcer Buddy Lowe of station XERB in Los Angeles, "he is our most lovable entertainer—and our best teacher."

James Brown is also a ranking black capitalist, directly employing 85 people to run his production office, two radio stations (only five of America's 528 "soul stations" are black-owned), record company and real-estate interests. His annual payroll is $1.1 million. Spending money to make money, he has used promotions to boost his road gross from $150,000 in 1963 to $2.5 million in 1968 (of which ten percent went to local youth groups or charities). Records, publishing and investments pyramided his total 1968 gross income to $4.5 million. He is now worth well over $3 million, but is not sitting on it: four more radio stations and a chain of black-managed restaurants are being planned.

Thus, in 1969, James Brown is a new, important leader. His constituency dwarfs that of Stokely Carmichael and the late Dr. Martin Luther King. Warily, he has begun to speak not for programs but for dignity: "I'm a racist when it comes to freedom. I can't rest until the black man in America is let out of jail, until his dollar is as good as the next man's."

As a performer, Brown is part acrobat and part exorcist, luring his audience into a shrieking, handclapping frenzy of participation. He is a supercharged reminder of the world's continuing debt to Afro-American music with its syncopated rhythms, call-and-response singing, shouts, growls and the falsetto voice, gospel harmony and earthy, uninhibited lyrics.

In business, however, he is the black Horatio Alger hero, preaching and living hard work, punctuality and correct behavior. To his people, he is a poet, philosopher, benefactor and possible messiah. "All the kids are crazy about him," says Frank Halfacre, a former disc jockey from Youngstown, Ohio. "To me, personally, he represents what Malcolm X represented—he makes a black person feel like a man." In 1968, Brown's million-selling chant, "Say It Loud—I'm Black and I'm Proud," became an anthem among youth from Watts to Harlem.

Brown's fans are loyal because they feel he has never left them. Unlike other successful Negro singers, Brown has never "gone commercial." He has stuck with music performed almost exclusively for Negro audiences, never totally immersed himself in the mainstream of American culture. And thus his successes mean something to other black people who are looking for dignity, decent housing, an education, a job.

The Supremes, the Temptations and other practitioners of "sweet" or "slick" soul have won large white audiences in nightclubs and on television. James Brown, preferring to write and perform his own brand of funky soul, has never appeared in the big nightclubs or, until the past 18 months, on network television. He has been the "king of the one-nighters," traveling 100,000 miles a year to entertain over three million living, loving, undulating fans, among them a growing number of young whites, who last year bought 4.4 million of his single records.

Brown runs his 35-man road troupe (20 bandsmen, stagehands, personal attendants, comedian, female singer, front-office men) like an infantry platoon. Fines are levied (drinking on job—$50; shoes not shined—$25; wrinkled suit—$50). Everyone is addressed publicly as "Mr." or "Miss." Brown is a stickler for detail. He asks respect from audiences, and usually gets it. Says a Columbus, Ga., policeman: "One gesture from him is worth 100 cops." Says Brown: "I want to be 5000-percent right in what I do. I *got* to be."

Such straight-arrow thinking occasionally draws private chuckles from Brown's bandsmen, most of whom are in their 20s. It has offended others in the business. But it impressed San Francisco attorney Donald Warden, a Negro, when he first met James Brown in 1964, and led indirectly to Brown's public prominence today.

"I've always felt that the only thing to unite our race would be music," says Warden, who headed an Afro-American self-help program in 1964 ("long before it was fashionable"). Warden knew many Negro musicians and entertainers "who could be used to raise money, but none with the power and vision to be an actual leader for young people."

Then Warden met Brown. "I not only admired how he organized his band, but it seemed to me that James had taken the powerful, cathartic music of Africa and the gospel tradition, and captured our youth. I told him: 'If you want to, you can be the next meaningful leader of our race. You can create an atmosphere which could be used educationally.' "

In September 1966, James Brown made his first tour of a ghetto area, in San Francisco, and told kids to stay in school. Soon he released his "message" record, "Don't Be a Drop-Out," which became a million-seller and brought an invitation from Vice President Humphrey to lead a na-

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tional anti-dropout campaign. Says Warden: "For the first time, someone had used the cultural music of our race—a big beat and hip language—to get through to kids and to parents. James has been successful in directing young and old into the pursuit of educational excellence. My hope is that he can help bring black and white Americans together in a constructive program."

Brown has continued to talk to kids, from the stage and on the streets. His message has always been pragmatic: "Get an education, because all of you can't make it the way I did. If what *should* be done in this country *be* done, you got to be ready."

Privately, Brown gets discouraged: "The black man's got to be set free. He's got to be treated as a man. I don't say hire a cat cause he's black; just hire him if he's *right.* What we need are programs that are so out of sight they'll leave the militants with their mouths open. A militant is just a cat that's never been allowed to be a man."

Brown did three things last spring that earned him the title of "Roy Wilkins of the music world" from his namesake, H. Rap Brown: he helped to cool the April riots in Boston and Washington, D.C.; he dined at the White House; and he released a record called "America Is My Home." The record, another message with a big beat, drew scattered protests in the black community. Brown feels it wasn't understood: "I was talking about the land, the country, not the government. There's no country can beat us if we got the race problem fixed. This is *home;* we can't leave. Never found another nation yet that could make hard ice cream or decent soul food."

Story taken from Reader's Digest - 1969

Exercises compiled by

Tula Watson, N.Y.C. and Patricia Cowan, SPABE
Department of Extended Services
Kansas City, Missouri Board of Education

Exercises

1. Did James Brown ever shine shoes? yes__ no__

2. James Brown's mother was helpful to him during his childhood. true___ false___

3. James Brown has never sung spiritual music.
true___ false___

4. Money came easy to the great performer.
true___ false___

5. Why was James Brown sent to reform school?
___ A. breaking and entering
b. car theft
C. both

6. Complete this sentence. James Brown has become a __________.
A. monument
B. bad guy
C. snob

7. He has been performing in night clubs for __________.
A. 15 years
B. recently
C. 18 years
D. None of the above

8. Who headed the Afro American self help program in 1964 long before it was fashionable?
____
A. Donald Warden
B. James Brown
C. None of the above

9. To millions of kids on the ghetto street corners, he is living proof that a _______ man can make it ______ and still come back to listen to their __________.
A. white C. big E. trouble
B. black D. little F. sorrow

10. Complete this sentence. He ask __________ from audiences and usually gets it.
    A. pay
    B. respect
    C. music

11. Who told James Brown, "If you want to, you can be the next meaningful leader of our race".
    ____
    A. Donald Warden
    B. The President
    C. Stokely Carmichael

12. In 1966 James Brown released his message record, "Don't Be A Drop Out", which became a million seller and brought an invitation from Vice - ________________ to lead a national anti-drop out campaign.

13. Write a well structured paragraph telling about the experiences James Brown had before making the top in the entertainment world.

ANSWER SHEET

SOUL BROTHER NO. I

1. Did James Brown ever shine shoes? yes_X_no___

2. James Brown's mother was helpful to him during his childhood. true___ false_X_

3. James Brown has never sung spiritual music.
true_X_ false___

4. Money came easy to the great performer.
true___ false_X_

5. Why was James Brown sent to reform school?
_C_ A. breaking and entering
B. car theft
C. both

6. Complete this sentence. James Brown has become a _MONUMENT_.
A. monument
B. bad guy
C. snob

7. He has been performing in night clubs for _RECENTLY_.
A. 15 years
B. recently
C. 18 years
D. None of the above

8. Who headed the Afro American self help program in 1964 long before it was fashionable?
_A_ A. Donald Warden
B. James Brown
C. None of the above

9. To millions of kids on the ghetto street corners, he is living proof that a _BLACK_ man can make it _BIG_ and still come back to listen to their _TROUBLE_.
A. white C. big E. trouble
B. black D. little F. sorrow

10. Complete this sentence. He ask __RESPECT__ from audiences and usually gets it.
    A. pay
    B. respect
    C. music

11. Who told James Brown, "If you want to, you can be the next meaningful leader of our race". __A__
    A. Donald Warden
    B. The President
    C. Stokely Carmichael

12. In 1966 James Brown released his message record, "Don't Be A Drop Out", which became a million seller and brought an invitation from Vice-President __HUMPHREY__ to lead a national anti-drop out campaign.
    A. Vice-President Nixon
    B. Vice-President Humphrey
    C. Vice-President Johnson

13. Write a well structured paragraph telling about the experiences James Brown had before making the top in the entertainment world.

A Special Project student reading at fourth grade level read this selection and picked out all the words she did not know. From this the Head Teacher prepared a word study. The student also made up sentences using the word study words and helped the teacher write some of the exercises.

	a	e	i	o	u
b __ g	______	______	______	______	______
c __ p	______	______	______	______	______
d __ g	______	______	______	______	______
f __ n	______	______	______	______	______
h __ t	______	______	______	______	______
l __ g	______	______	______	______	______
p __ t	______	______	______	______	______
r __ d	______	______	______	______	______
s __ p	______	______	______	______	______
t __ n	______	______	______	______	______

The student writes a word in each blank, using the vowel at the head of the column with the consonants at the beginning of the row.

The student fills the blanks with all the different vowels that will make a word.

A E I O U

B _____ B
C _____ B
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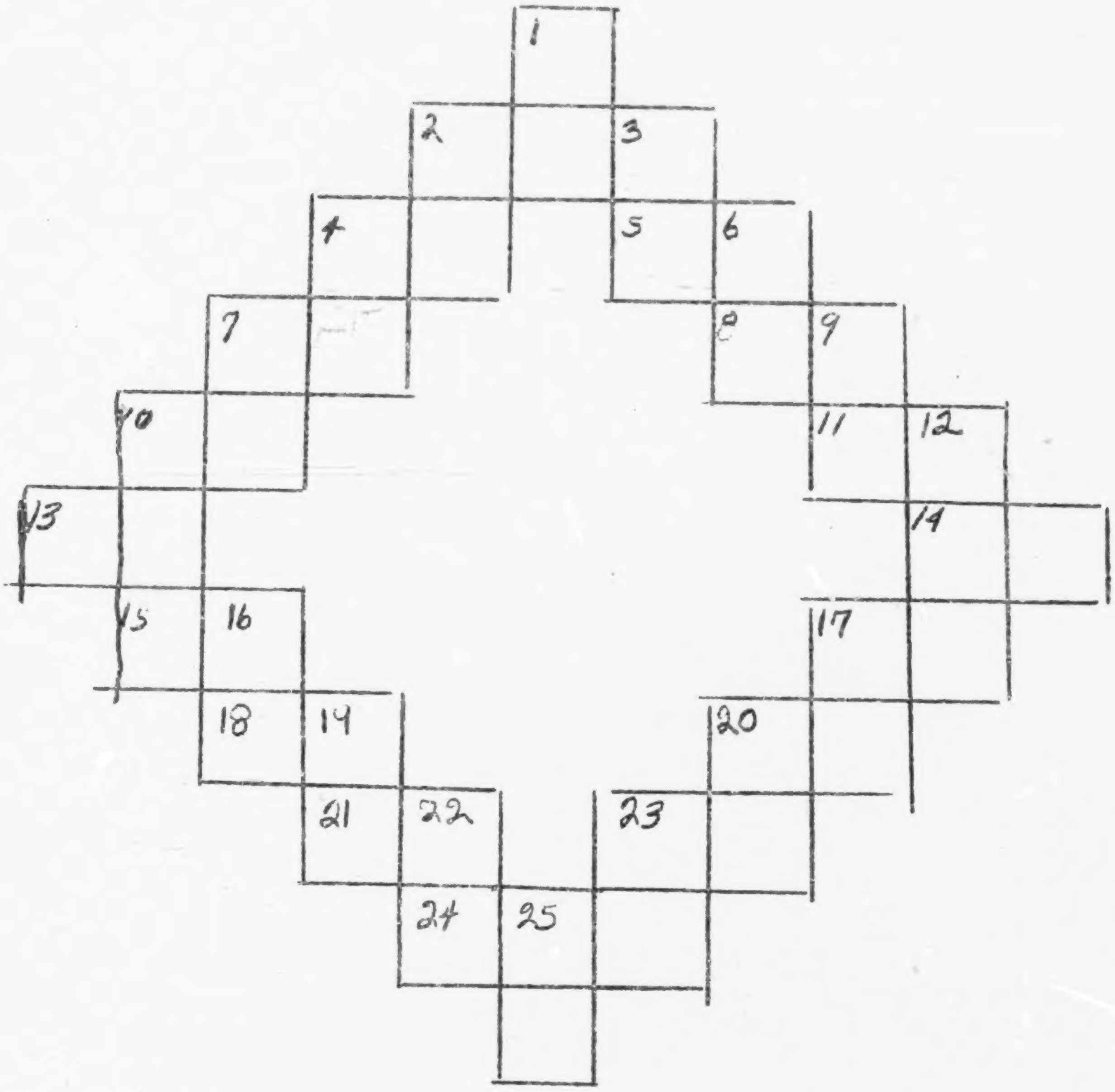
"Games" used in Classes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ACROSS

2. 100 + 6 + 7
4. 5 + 2 + 7
5. 9 + 1 + 2
7. 8 + 7 + 7
8. 4 + 6 + 5
10. 7 + 6 + 5
11. 9 + 6 + 9
13. 11 + 4 + 2
14. 8 + 8 + 8
15. 4 + 6 + 9 + 4
17. 1 + 9 + 8 + 4
18. 5 + 2 + 6 + 3
20. 9 + 7 + 4 + 2
21. 3 + 6 + 4 + 8
23. 2 + 1 + 1 + 4
24. 200 + 9 + 2 + 6

DOWN

1. 3 + 9 + 9
2. 8 + 3 + 3
3. 4 + 2 + 25
4. 7 + 2 + 3
6. 5 + 9 + 7
7. 14 + 4 + 10
9. 48 + 1 + 3
10. 165 + 5 + 2
12. 7 + 9 + 402
16. 8 + 10 + 7 + 6
17. 5 + 9 + 4 + 4
19. 40 + 10 + 7 + 5
20. 7 + 7 + 9 + 1
22. 5 + 4 + 1 + 2
23. 6 + 9 + 1 + 1
25. 4 + 2 + 7 + 2

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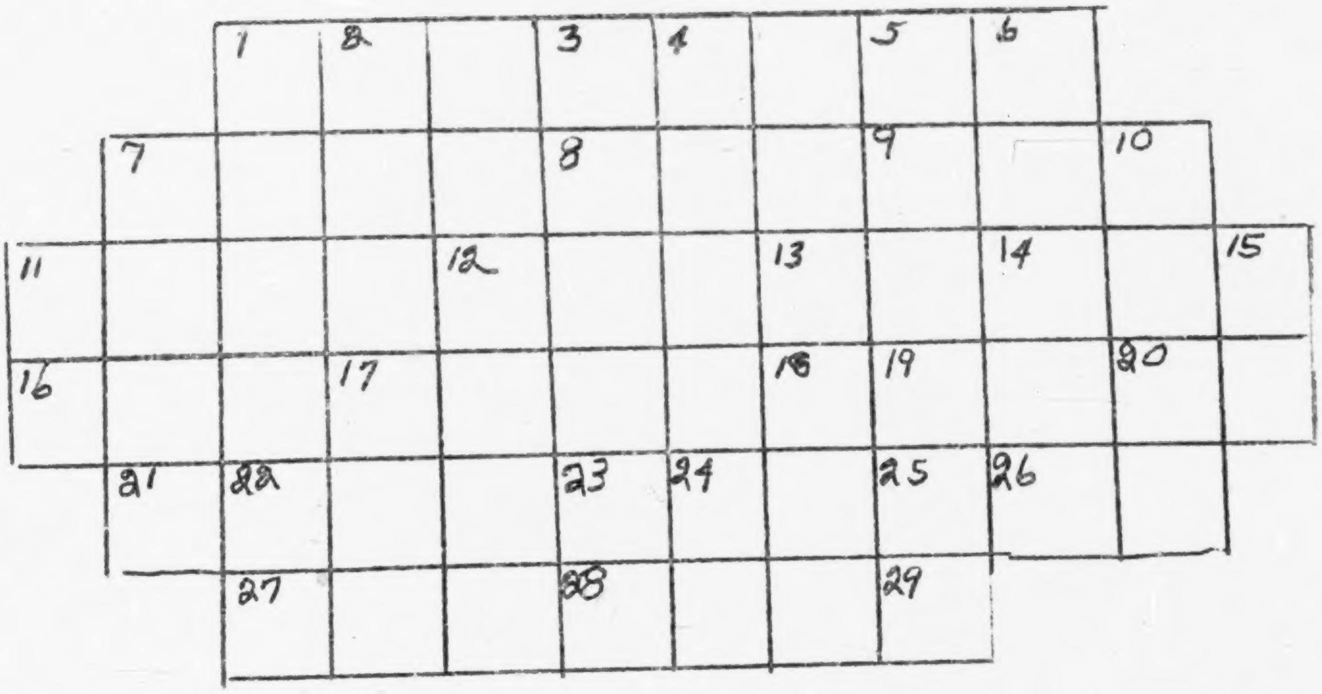
"Games" used in Classes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ACROSS

1. $N + 2 = 26$
3. $16 - 3 = N$
5. $48 - 7 = Y$
7. $646 - 2 = N$
8. $N = 19 - 8$
9. $Y = 219 - 6$
11. $519 - 7 = N$
12. $y + 5 = 2468$
14. $439 - 4 = N$
16. $78 - 6 = Y$
17. $N = 59 - 8$
18. $N + 1 = 70$
20. $48 - (4+2) = Y$
21. $(400 + 36) - 6$
23. $N = 59 - (2+1)$
25. $250 - 2 = N$
27. $50 - (4+3) = Y$
28. $N + 6 - 18$
29. $29 - (1+3) = N$

DOWN

1. $X + 6 = 248$
2. $49 - 5 = N$
3. $116 - 2 = N$
4. $319 - 3$
5. $N + 7 = 48$
6. $118 - 4 = Y$
7. $6127 - 3 = N$
10. $X = 3349 - 1$
11. $2 + N = 59$
12. $29 - 8 = N$
13. $N = 39 - 3$
15. $59 - (5+2) = N$
17. $508 \quad 5 = N$
19. $4 + N = 926$
22. $(30 + B) \quad 4 = N$
23. $59 - (6+2) = Y$
24. $Y = 69 - 7$
26. $49 - (3+1) = N$

WORD-O

WON'T	BOTANIST	DECLARATIVE	SOLAR	SYNONYMN
EXECUTIVE	NUMERATOR	EXTRAORDINARY	EMPLOYEE	NOUN
SEPTEMBER	SUM	FREE	LUNAR	ODOR
PREFIX	AMENDMENT	PERIOD	L.C.D.	THEY'RE
VENUS	DEMOCRACY	ADVERB	I'LL	MO.

WORD-O is played like Bingo the student places a chip on the correct word.

W O R D - O

ARISTOCRACY	NO.	VERB	EXECUTIVE	PREFIX
PERIOD	BOTAND	PHOTOSYNTHESIS	STOMATA	MARS
QUOTIENT	BIOLOGIST	FREE	PRODUCT	WON'T
FRACTION	ADJECTIVE	LEGISLATIVE	EXTRAORDINARY	I'LL
ORBIT	ANTONYM	HORIZONTAL	PHOTOSYNTHESIS	I'M

WORD-O

ADVERB	SATURN	OCTOBER	SUFFIX	FRACTION
BOTANIST	SYNONYM	VERTICAL	I'LL	HOROZONTAL
L.C.D.	PERSCUITE	FREE	MARS	VENUS
CHLOROPHYLL	QUESTION	STOMATA	EMPLOYEE	THERMOMETER
PREFIX	THEY'RE	MO.	QUOLIENT	ADJECTIVE

WORD-O

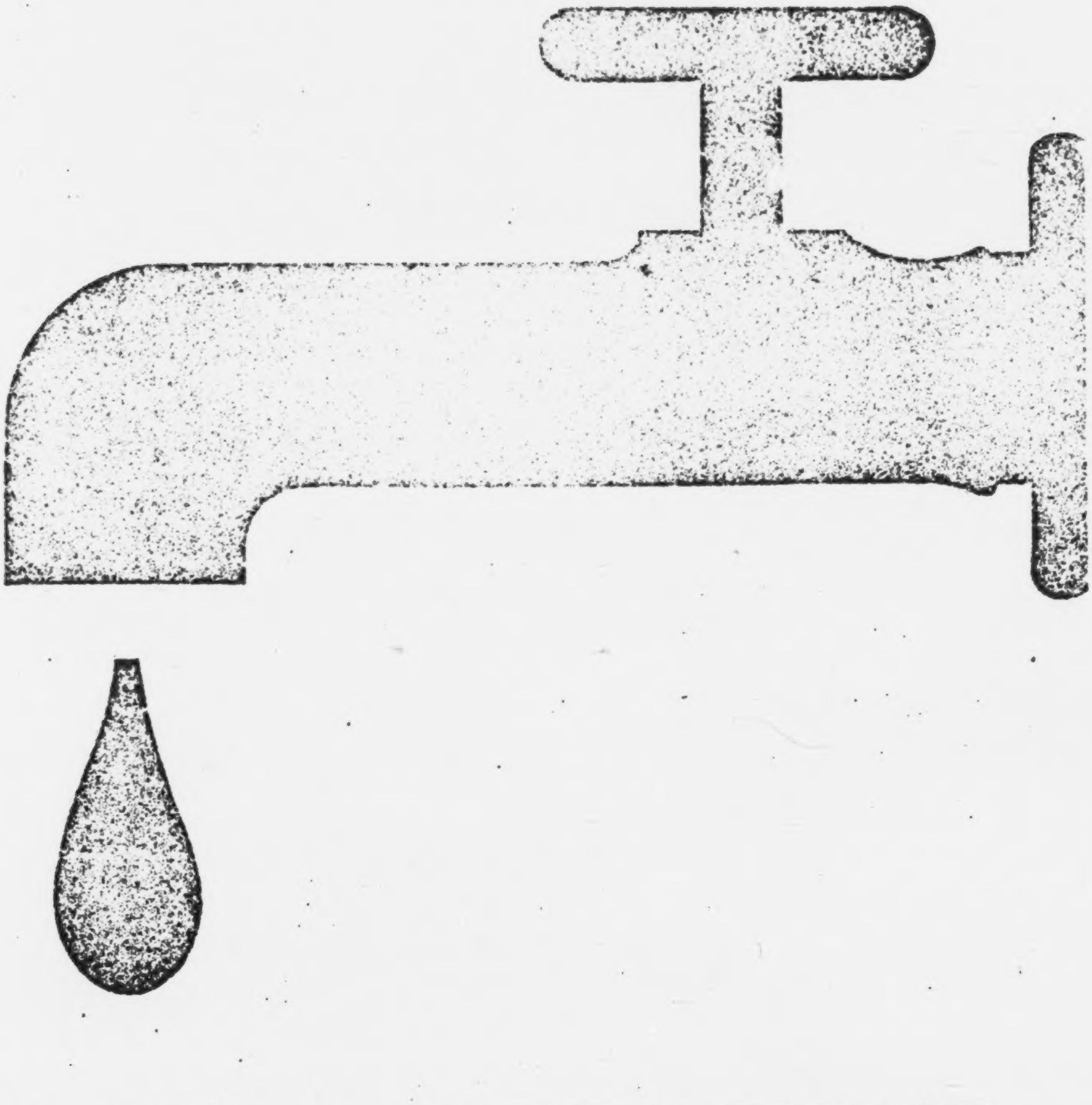
PREFIX	MO.	REDUX	LUNAR	DENOMINATOR
PERIOD	FRACTION	ODOR	WON'T	VERB
EXTRAORDINARY	PRODUCT	FREE	OCTOBER	L.C.D.
HOMONYMN	SOLAR	AMENDMENT	SUFFIX	VENUS
NUMERATOR	CONTRACTION	SUM	CRISIS	ADVERB

WORD-O

LONGITUDE	DEMOCRACY	PRODUCT	OCTOBER	ANTONYM
SATURN	CHLOROPHYLL	ARISTOCRACY	IT'S	ODOR
THERMOMETER	NOUN	FREE	PREFIX	MO.
VERTICAL	EMPLOYEE	SYNONYM	LATITUDE	CRISIS
EXTRAORDINARY	SUM	SEPTEMBER	PERIOD	SOLAR

THE WATER YOU USE

-- to clean clothes



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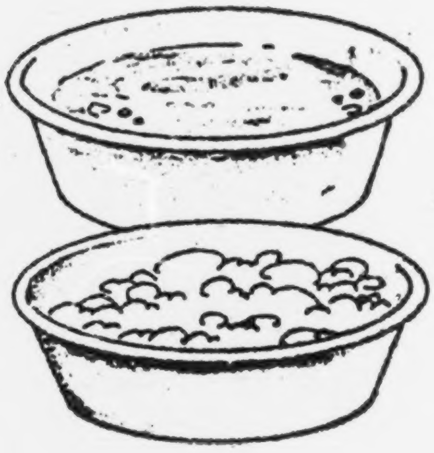
Hard Water

Hard water causes laundry problems. Minerals in hard water combine with soap. A lot of the soap forms scum instead of washing clothes. So hard water makes you use more soap, and clothes don't get as clean as they do in soft water.

Soap can turn your clothes gray if it doesn't get rinsed out. Soft water does a better job of rinsing clothes than hard water.

Detergents work well in soft or hard water, unless the water is especially hard.



How To Soften Water

You usually don't need to soften water for detergents.

If you prefer to use soap, you can soften water with a powder that you buy in a package. Or you can buy or rent a machine that softens water. Find out how much the machine costs. Figure out how much the powders cost, too.

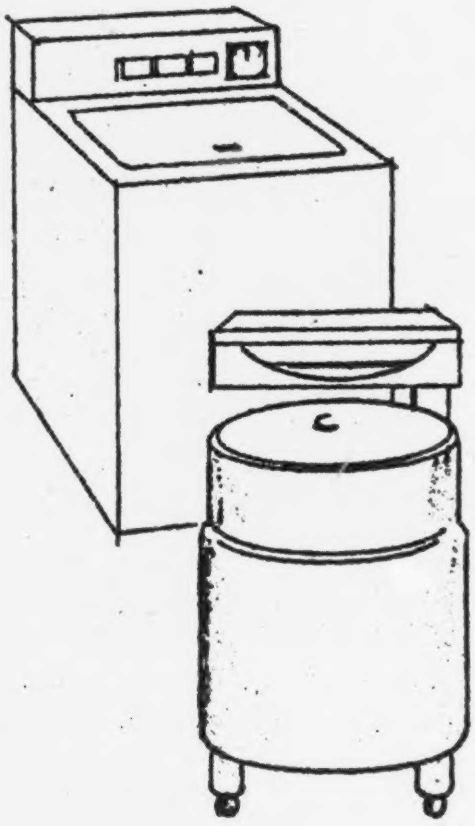
If you use a powder, follow directions on the package. They usually say to add enough to make the water feel slippery.

Non-precipitating softeners (Water conditioners)

Water softeners such as Calgon, Oakite, and White King hold minerals in the water so they can't cause soap scum. The water stays clear.

Add water softener to the wash water before you add the soap or detergent. Use water softener in the rinse water, too.

Non-precipitating softeners work well in either automatic or wringer washing machines.



Amount Of Water

Good washing action takes plenty of room for clothes to move around. Never crowd the tub. The water, detergent, bleach, and such must be able to go through the clothes to loosen and carry away the soil.

Modern fabrics need even more room to move around in the water than other fabrics.

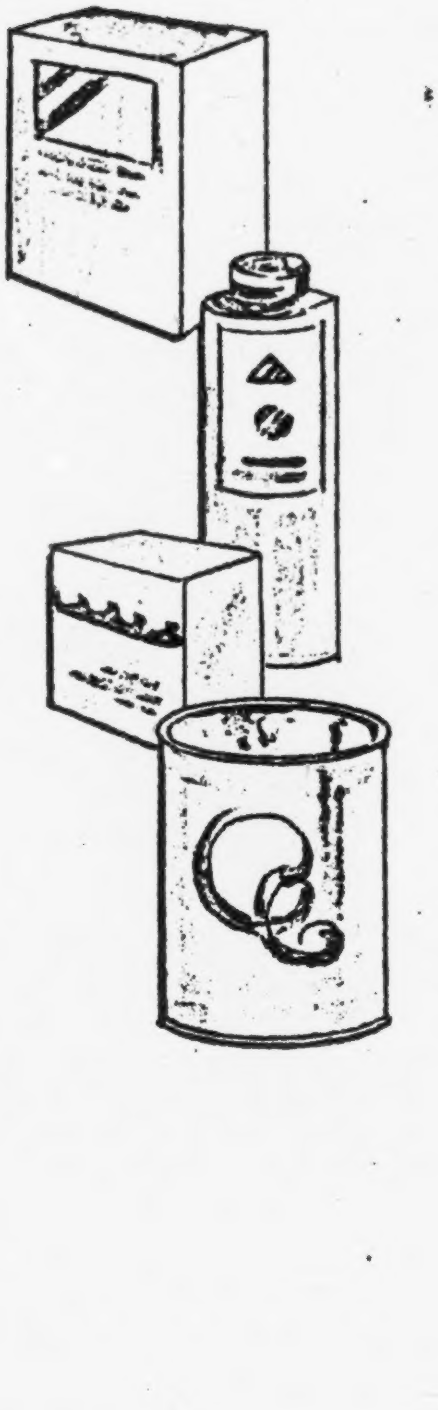
Fabric Softeners

Fabric softeners and water softeners are not the same. Don't confuse them. Fabric softeners make towels and clothes soft and fluffy. They reduce static electricity that makes clothes cling to your body.

You may want to use them on a few things, but they are expensive. Some brands are Downy, Final Touch, Nu Soft, Sta-Puf.

If you use fabric softeners:

- Add it to the last rinse water. Be sure there is no soap or detergent left in your clothes or it won't work.
- Measure it carefully. Too much will make clothes such as towels or diapers too soft. Then they won't pick up water.

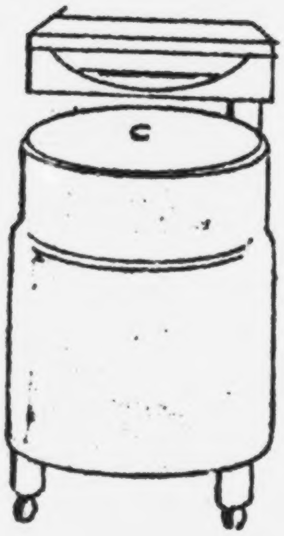


These trade names are used only to help you know what to look for. Many other companies also make and sell water softeners and fabric softeners. The U.S. Department of Agriculture does not recommend one kind more than another.

☆ U.S. GOVERNMENT PRINTING OFFICE : 1968 O—288-044

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 - Price 10 for 35 cents; $2.25 per 100

FEBRUARY 1968

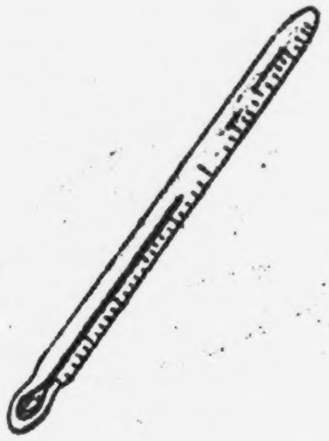


Precipitating softeners

Water softeners such as Climalene, Melo, and Sal Soda settle out the minerals that make the water hard. The water gets cloudy.

Add the softener to the wash water before adding the soap or synthetic detergent. Add the softener to the first rinse water, too. Rinse the clothes again to wash out the mineral settlings.

Precipitating softeners work better in wringer washers (non-automatic) than in automatics—because you lift the clothes out of the water instead of spinning the water out of the clothes.



Water Temperature

Hot water:
- Is needed to get dirt out of heavily soiled items.
- Kills more germs than cold water.
- Fades the dyes in some colored clothes.
- Tends to wrinkle some modern fabrics like permanent press.

Warm water:
- Usually gets lightly soiled clothes clean.
- Is good for most colored clothes.
- Does not kill germs unless you add a disinfectant.

Cold water:
- Use a cold water detergent, or dissolve powder in hot water before adding to wash water.

NOTE: Water in the washing machine is cooler than in the water heater. For very hot water in the washer, you may need to set the heater temperature high.

Cold
Water
Wash

THE WATER YOU USE

EXERCISES

Word Study:

minerals

scum

detergents

automatic

synthetic

temperature

permanent

germs

disinfectant

dissolve

static electricity

recommend

I. Pronounce each of the above words. Do you know their meanings? Yes, use the dictionary!!

II. Write a short sentence to show that you know how to use each word.

III. Read the lesson - as quickly as you can.

IV. Turn the tape recorder to "record" and tell what you have read.

V. Listen to yourself. Did you understand what you read?

VI. Fill in the correct words without looking back at the story.

a. Hard water causes _________problems.
(mental, laundry, nervous)

b. Soap can turn clothes________if it is not rinsed out.
(blue, red, gray)

c. One should add the softener to the wash water before adding the soap or _______detergent.
(powdered, granulated, synthetic)

d. Hot water kills more______than cold water.
(germs, people, prisoners)

e. A ___________will kill germs.
(gun, disinfectant, bat)

VII. What root word do you see in:

a. washing __________

b. rinsing __________

c. soften ___________

d. cloudy ___________

e. dissolve _________

VIII. Pronounce each word in the word study until you do it without missing any. Write them-you will be seeing them again soon!!

Exercises coordinated by

Patricia Cowan and Tula Watson
SPABE Office
K. C., Mo. Board of Education
Department of Extended Services

PROGRAM FOR USING THE DICTIONARY TO IMPROVE SPELLING.

(14 lessons + continued emphasis)-based on a program by Carl Personke and Lester Knight in Elementary English

QUESTION: How can I look it up if I can't spell it?

Needs of student:

1. The student must attain a degree of motivation or attitude toward spelling which has been labeled "spelling conscience."
2. The student must attain certain techniques of proofreading which will enable him to operate efficiently in proofreading his written compositions.
3. The dictionary is the primary reference tool for such proofreading.
4. Time to proofread at the end of any writing situation. Time to look up words underlined during the initial writing of the paper.

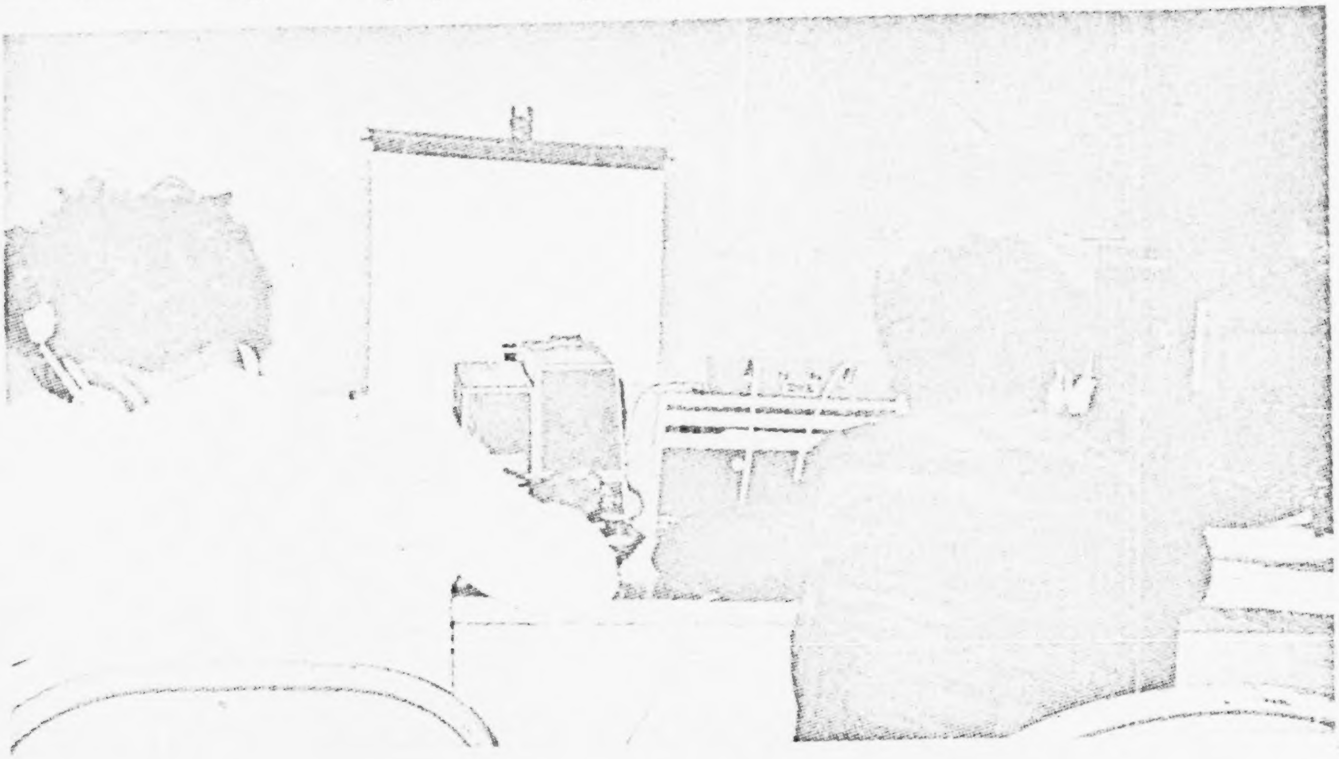
Materials needed:

1. Bulletin board chart form Thorndike-Barnhart, (Scott-Foresman and Co.) listing the common spellings of all sounds in the English language.
2. Personal copies of this chart.
3. Personal desk copies of dictionaries, preferably paperbacks.

Lessons:

1. Film on proofreading and correcting
2. Alphabetical order of dictionary
3. Use of guidewords
4. Finding synonyms
5. Finding antonyms
6. Introduction to the technique of finding difficult words by use of the common sound spelling chart. (best first alternate underlined in red, 2nd best in blue, 3rd best in green, etc.)
7. Practice in looking for errors in a prepared copy presented by the teacher.
8. Practice in writing a dictated paragraph and proofreading it for spelling errors.
9. Composition in class
10. Another dictated paragraph where the spelling words are more difficult.
11. Proofreading of lists of common words selected as being particularly difficult to spell.

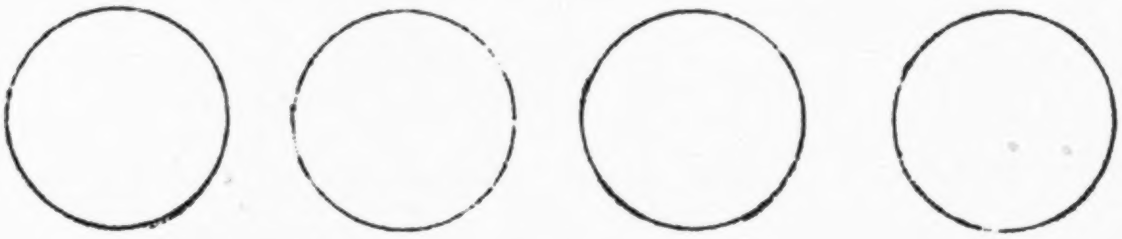
Students using EDL equipment together



Student using teacher-developed Language Master lesson

USING CONCRETE EXAMPLES TO TEACH FRACTIONS.

Here we have four twenty-five cent pieces.



Let's add them together and see how much we have. Use the short way of addition. Yes, you multiply.

$$4 \times 25¢ = 100¢ \quad \text{or}$$

$$25¢ + 25¢ + 25¢ + 25¢ = 100¢$$

One hundred cents is the same as a whole dollar. So four 25¢ pieces = 1 whole dollar. We can say $\frac{4}{4}$ = 1 whole

The bottom number represents the number needed for a whole. The top shows the number of pieces we have.

If we had one 25¢ piece and it takes four to make a whole we can say we have: ______ now, write down the number needed for the whole, ______, then write down the number of quarters we have ______. Does it look like this?

$\frac{}{4}$ $\qquad$ $\frac{1}{4}$

Circle the number showing the pieces you have.

One can proceed from her introducing new concepts, reinforcing and drilling as you go along. Then bring in your McGraw-Hill Programmed math book of fractions. Introduce program and have student do pages-- before checking with you or the aide.

Neal, Nancy

Scores:

Reading	7.5
Arithmetic	8.4
Language	8.2
Average	8.0

Departments:

Language	2 hrs.
Mathematics	3 hrs.

Duration in A.B.E. 3 weeks

Promotion to G.E.D-week of 3/21/69
(with progress in reading)

Needs:

Language Lab.

1. Vocabulary Study
   a. E.D.L. Kits
   b. General

* 2. Exercises in Reference skills

3. Comprehension
   a. Craig Reader
   b. "Go" magazines
   c. Controlled Reading exercises

*4. Word Usage

Math Lab II
  a. Meanings
  b. Equations and symbols

* intensive work needed

Individual student plan suggested by Head Teacher; test scores provided by Special Project Counselor or Agency serving the student.

In-Service Workshop

for A.B.E. Teachers

February 28th-March 1, 1969
Carver Adult Center

Theme: "Are You Turning On Your A.B.E. Learner?"

Design of Workshop:

Participants will be stimulated to modify teaching techniques through a workshop employing these methods of presentation:

1. Lecture
2. Discussion
   a. small group
   b. large group
3. Laboratory
4. Audio-Visual Aids
5. Demonstration
6. Application

Objectives:

1. To awaken awareness of the sociological, economical and cultural differences which are present in the A.B.E. learner.
2. To expose teachers to techniques, innovative methods and materials which have been successfully applied in imparting concepts, practice and application of basic skills.
3. To provide practice in application of these techniques.

Participants:

Special Project, M.D.T.A., North Kansas City and General Program A.B.E. teachers will participate (both part-time and full time). Teachers of G.E.D. will be present.

Laboratory Goals:

Methodology of teaching illiterates and functional illiterates arithmetic.

a. What to teach
b. How to approach
c. How to teach it
d. How to reinforce it

Duration of laboratory - 3 hrs.

Number of participants in each laboratory 10-12

In Service Workshop

for A.B.E. Teachers

February 28th - March 1, 1969
Carver Adult Center
1514 Campbell

General Assembly

1:00 - 2:00	Greetings	Dr. A. Odell Thurman Director, Extended Services Kansas City, Missouri School District
	Orientation	Mrs. Antronette Brown General Coordinator A.B.E. K.C., Mo. School District
		Mr. William R. Tillmon Special Project Director K.C., Mo. School District
	"Turning On The A.B.E. Learner"	
		Mr. Edward Bivins Executive Director, Urban Coalition Senior Public Program Specialist Kansas City, Missouri
2:15 - 2:45	Evaluative Procedures	Mr. Caulbert Livingston Counselor and Tester Special Project K.C., Mo. School District
2:45 - 3:15	Discussion (agency testing)	
3:15 - 3:30	Coffee Break	
3:30 - 5:00	Laboratories:	
	Room I - Techniques of teaching math to the A.B.E. learner	
		Mrs. Mary C. Wallace President, LARK Yakima, Washington

Laboratories

Room II Techniques of teaching communication to - and communicating with the adult learner

Dr. A. Eloise Snavely
Associate Professor
University of Iowa
Ames, Iowa

5:00 - 6:00 Dinner

6:00 - 7:30 Laboratories (continued)

Room I Math Techniques

Mrs. Mary Wallace

Room II Communication Techniques

Dr. A. Eloise Snavely

7:30 - 8:30 Educational Technology

- Operation and methods of use

_ UMKC Staff

	General Assembly
8:30 - 9:30	"Individualized Instruction and How to Manage It" Mrs. Antronette Brown
9:30 - 10:15	Laboratories Room I Programmed Materials - Math McGraw Hill Room II Programmed Materials - Communication B.R.L.
10:15 - 10:30	Coffee Break
10:30 - 11:30	Laboratory Room III - Reading Explanation of technique Dr. Robert Leibert Professor, U.M.K.C. Kansas City, Missouri
11:30 - 12:30	Lunch
12:30 - 2:30	Laboratory Reading (same as above) VT Demonstration Lesson Development
2:30 - 2:45	Break
2:45 - 3:15	Practical Application
3:15 - 4:00	Discussion
4:00 - 5:00	"The Many Faces of Poverty" Mr. Edward Bivins

EVALUATION

In-Service Workshop, February 28 - March 1, 1969

1. I was most impressed by:

2. I was least impressed by (and why):

3. I attended both laboratories (communication and math). __Yes __No

4. I teach ___Part time ___Full time

5. I am a teacher with: ___Special Project ___ M.D.T.A.

___General A.B.E. Program ___ Other

6. When another Workshop for A.B.E. teachers is planned, I would like the following areas covered:

7. If I were planning a college curriculum which would enable a person to receive a B.S. in Adult Basic Education, the following subject areas would be included:

PLEASE MAIL BACK IMMEDIATELY!

UNIVERSITY OF MISSOURI-KANSAS CITY

DIVISION FOR CONTINUING EDUCATION

4825 TROOST BUILDING
KANSAS CITY, MISSOURI 64110

TELEPHONE
816 276-1445

July 24, 1969

Miss Patricia Cowan
Adult Basic Education - Special Projects
1903 Paseo
Kansas City, Missouri 64106

Dear Miss Cowan:

Enough time has elapsed since our workshop to give you my evaluation of that program and recommendations for follow-up.

It is my general impression that the workshop had a great effect in helping the group to improve inter-personal behavior and in doing so gave most of the participants a better understanding of their own feelings. Bill and I saw many changes take place during the three day period and since then have seen even greater change. Some of the comments have been:

> " I know what that person is thinking now. "
> " I like my fellow teachers now. "
> " I understand and like my supervisor now. "
> " I didn't know I was thinking those things. "
> " It was nice, but did not help me very much. "
> " I feel better about myself. "

I would make two recommendations as a follow-up

1. As head teacher I would encourage you to do everything in your power to keep the group talking with each other.
2. I would also encourage two follow-up workshops. The first to come in September as an over night meeting at some motel. This could take place on a Friday night and Saturday. The second would be a one day workshop in October or early November. The purpose of these two meetings is to help the group so they can continue this process without outside help. It has been my experience that without follow-up the initial improvement is lost.

It was a real pleasure to work with you and your staff and I hope we can continue this association.

Sincerely,

Don

Donald W. Mocker
Adult Basic Education Specialist

DWM:ps

Teacher C - Teacher Record.

Using a separate sheet for each student, shows the material covered, assignments made and percentage scores on these assignments as well as all tests. Scores are quickly scanned and give a quick reading of progress and attainment.

Cecil Ann Nelson
Math.

iw) 1/23/69

1/23/69 Fraction Review Test	72
Analysis: add - good (92%); sub. - good (84%); mul. - fair (66%); division - poor (50%)	
Remedial Work: Sub. pg 49	92
50	100
mul. 54	97
55	100
56	96
division 58	100
59	88
60	88
1/69 Decimal Review Test	74
Analysis: add. (90%) - sub. (100%) - Div. (40%) - Mul. (50%) - Word prbs. (80%)	
Remedial Work: Mul. 78	
79	
Mul. (word) 80	
Div. 83	
85	

Gayle McDaniel
EDL-Science - D

			Assign	Score %
1/21/69	D-9		Spelling	88
			Main Ques.	80
		Key Sent. -	Ex. 1	75
		" " -	Ex. 2	67
	D-4		Spelling	100
			Main Ques.	70
		Finding Cause & Effect	Ex. 1	50
		" " "	Ex 2	100
1/24/69	D-3		Spelling	72
			Main Ques.	100
		Making Outlines	Ex. 1	84
		" "	Ex. 2	100
1/28/69	D-7		Spelling	89
			Main Ques.	80
		Comparing	Ex 1	94
		"	Ex 2	100
	D-2		Spelling	100
			Main Ques.	100
		Visualizing	Ex 1	100

Tues-Thurs 1-4:30

PROGRESS RECORD SHEET

Name V B Address 2011 E 10th #[illegible] Phone 842-5537

Goal at Center Study to pass the GED test.

Interests Ceramics, Listening to Jazz Records

Jobs Held Child Care + Cafteria Work

Job Desired Clerical Age 28 Status Married

California: R 9.1 A 7.8 L 9.3 Beta 5 children

Date	Hours	What Was Accomplished During That Time	Comments
3/13	3½	Beta Test, Sullivan Math Tests. Ditto A expressing things in fractional terms.	Sullivan Test – all correct in basic math. Needs
2/18	3½	Did ditto B, adding & subtracting fractions – good. Ditto C mult fractions – some problem with this especially in attacking the problem.	work on decimals, per-cents, *problems* only in fractions, especially
2/25	3½	Ditto A – Good. Went over ditto C Started ditto D. Gave her ditto E to take home and 2 basic math dittos	division of. Needs work in measurements. Needs work in arithmetic
3/27	3½	Practical Basic Math. P 105 ditto and Finished ditto E.	reasoning. Work on reading vocab + speed. Needs to know [illegible] to
3/6	3½	Worked on decimals, per cent. Did well. Cleared up lots of problems. Gave fractions to take home (Ratio) Felt we had accomplished a great deal.	invert. Be sure she knows concept of [illegible]. Bring puzzles for arithmetic reasoning.
3/11	3½	Finished fractions. Gave her dittos A, B, C, D, E, F in decimals	
3/13	3½	Corrected decimal dittos. Gave her the last bunch of decimal dittos.	
		24½ hrs.	
3/18	3½	Decimals. Is having trouble multiplying and dividing by 10, 100, 1000. Per Cents next time. Did ditto J and K in decimals	
3/20	3½		
3/25	3½	Per cent dittos	
3/27	3½	More work on per cent. Do a couple of pages in Basic Essentials of Math	

TEACHER RECORDS

READING INVENTORY SHEET

NAME ____________________ DATE ____________

EDUCATIONAL EXPERIENCE ____________________ CENTER ____________

VOCABULARY DIFFICULTIES (check X)

Letters transposed ____________
Pronunciation ____________
Beginnings omitted ____________
Endings omitted ____________
Words confused ____________
Sounds added ____________

Context clue ____________
Picture clue ____________
Phonic difficulties ____________
Reversals ____________
Sounds omitted ____________

COMPREHENSION DIFFICULTIES:

Poor memory ____________
Directions ____________
Detail reading ____________
Summarization ____________

Word reader ____________
Punctuation ____________
Repetitions ____________
Directional skills ____________

SPECIAL DIFFICULTIES:

Reading Level (check X): Level I ________ Level II ________ Level III ________

Recommended Grade Level: ____________

Series or Test Used: ____________________

TESTED BY: ____________________

TEACHER RECORDS

RESULTS OF THE CALIFORNIA TEST

NAME______________________________ DATE________________

GOAL____

Reading

Math vocab........
Science vocab.....
S. S. vocab.......
General vocab.....
Simple dir........
Direct choice.....
Involved choice...
Def. and dir......
Contents..........
Graphs............
Alphabetizing.....
Index.............
Maps..............
Main idea.........
Inference.........
Facts.............
Organization......
Sequence..........

Arithmetic

MEANINGS
Writing no........
Writing $.........
Roman no..........
Signs.............
Symbols...........
Abbreviations.....
Ratio.............
Sq. measure.......
Cu. measure.......
Percentage........
ADDITION
Simple............
With zero.........
Higher............
Carrying..........
Column............
Column $..........
Money.............
Numerators........
Common Denom......
Mixed no..........
Decimals..........
SUBTRACTION
Simple............
With zero.........
Borrowing.........
Borrowing zeros...
Borrowing $.......
Numerators........
Common denom....
Mixed no........
Ber. mixed......
Decimals........
MULTIPLICATION
Tables..........
With zero.......
Two place.......
Fractions.......
Cancellation....
Mixed num.......
Decimals........
DIVISION
Tables..........
Zero in quo.....
Remainder.......
Fractions.......
Mixed num.......
Decimals........

Language

CAPITALIZATION
First word......
Place...........
Month...........
Person..........
I...............
Title...........
Quote...........
Holiday.........
Nationality.....
Noun............
PUNCTUATION
Comma...........
Period..........
Question mark...
Quotes..........
USAGE
Tense...........
Case............
Number..........
Recog. sent.....
Good usage......
SPELLING
____ out of ____
correct.........

OTHER OBSERVATIONS

CHARACTERISTICS of the teacher adults seemingly need and react positively to:

a. patient

b. versatile

c. perceptive

d. humorous

e. optimistic

f. compassionate

g. creative

h. flexible

i. posesses the ability to listen

j. non-biased on issues of race,
religion, politics

k. does not monopolize class discussions

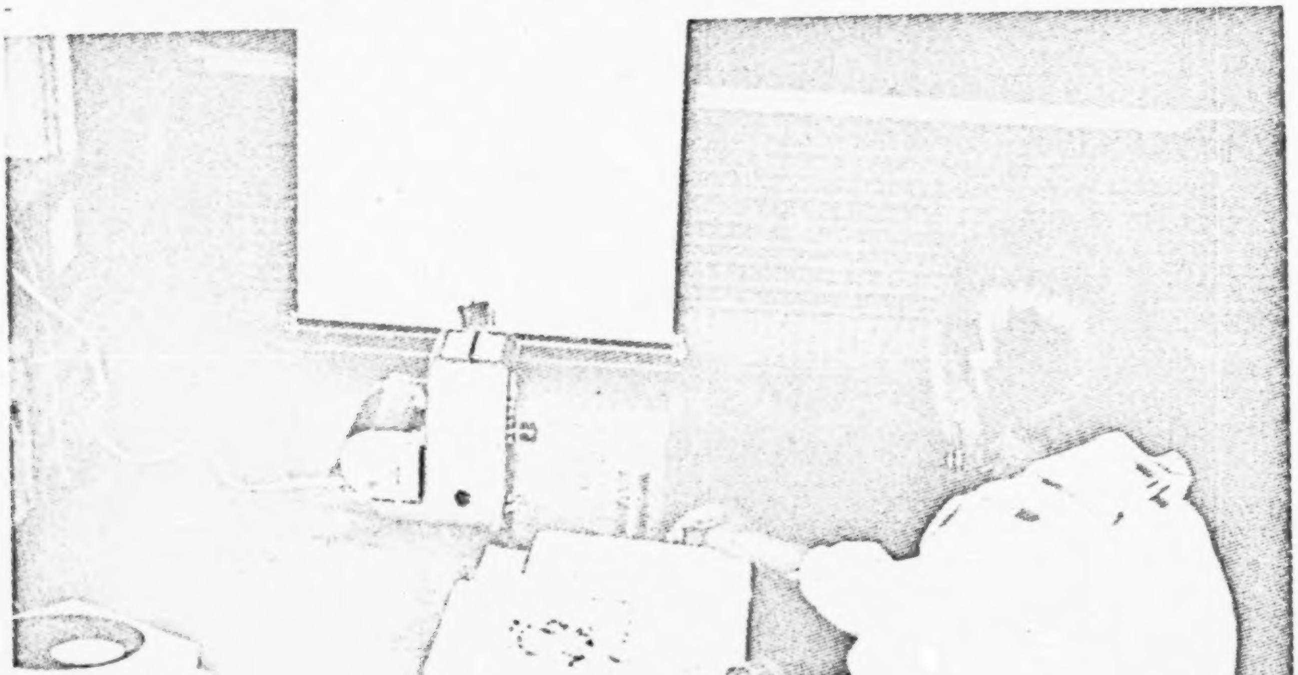
CHARACTERISTICS of the adult learner

Below are listed characteristics noted by ABE teachers.

1. Rigidity in his thinking
2. Longer time needed in learning task
3. Impatient
4. Difficulty in retention of isolated facts
5. Suffers from failure
6. Unwilling to accept new ideas
7. Other responsiblitics competing with his education
8. Extraordinary native intelligence
9. Has an arsenal of living experience
10. Lack of confidence
11. Fear of school
12. Weak motivation
13. Sensitive
14. Hostile toward authority
15. Unacceptable behavior
16. Short attention span
17. Lives in "poverty pocket"

Teachers and aides receiving instruction in use of EDL equipment

Teacher trying out controlled reader



Some General "Do's and Don'ts" for A.B.E. Teachers:

1. Do keep in mind that these are adults.
2. Do remember to make each meeting meaningful.
3. Do instruct as individually as possible.
4. Do keep the program flexible.
5. Do be compassionate but not sympathetic.
6. Do be objective.
7. Do be patient.
8. Do be a good listener; yet coordinate ideas and bring the introvert into discussions.
9. Do not pry into personal affairs.
10. Do not argue with students.
11. Do not embarrass students.
12. Do say: "I don't know, but I'll find out for you."
13. Do set up learning goals with each person.

TEACHER TRAINING

Due 6/5/69 8 a.m.

TEACHER'S LOG

Name______________________________

Date______________________________

1. The most significant experiences I had today were:

____

____

____

____

2. Had there been more time today, I would have worked on the following:

____

____

____

____

3. The new method or technique which I tried today was:

____

____

____

____

4. We used the following AV machines today:

____

____

____

____

5. I could not reach the following student(s) today:

____

____

____

The negative factors involved were:

____

____

____

6. At the end of the day the following "gimmick" was used to stimulate interest in returning to class:

____

____

____

TEACHER TRAINING

Return to office 2 p.m. 6/18/69

TEACHER'S AIDE LOG

Name____________________________

Date____________________________

1. I provided the following assistance today:

2. Without being asked, I did the following to assist the teacher:

April 22, 1969

Dear A.B.E. Teacher:

May I have your reaction to the following:

1. What method(s) have you used to motivate your students to continue coming?

2. What method(s) have you used to motivate them to learn? (Which of these have been most successful?)

3. What teaching machines have been most effective with your students?

4. Of the A-V equipment available, which have you used most?

5. Do your students work better in a group or on an individual basis?

6. How do your students react to programmed learning materials?

Reading Lesson for ABE Class

THE KANSAS CITY TIMES,

11/3/66

How to Help the Underachiever—IV

Speed Aids Slow Learner

By Leslie J. Nason, Ed. D.

THE slow student always has been at a disadvantage in competing with his faster classmates but in this speed-up age with its timed tests and crowded curricula he is penalized even more heavily than in the past.

The old sayings of, "slow and steady wins the race;" or, "you must choose to be slow and accurate or fast and careless," are misleading.

SPEEDUP ACTUALLY IMPROVES ACCURACY

A Matter of Habit

Slow students are not always born that way. Whether a student works fast or slowly is often entirely a matter of habit.

He can, if he so chooses, think both fast and accurately; in fact speeding up his reading or his solutions of problems may keep his mind thoroughly engaged with the task, so that his thoughts do not wander.

When his mind wanders he allows careless errors to creep into his work.

The concept that he can work faster merely by deciding to do so is new and startling to any student who is so slow that he has not finished a test on time in years. Most students are actually afraid to make a trial of the idea in an examination that will count on their grades. Therefore, try arranging a test under circumstances in which failure would not be embarrassing to them.

Accuracy in Speed

I have known students to complete such an examination in one-third the time they had consumed previously, and to be more accurate also.

Once convinced that they can work faster merely by deciding to do so, students not only make higher grades on examinations, but cut down the time spent on homework.

After this a slow, underachieving student is ready to accept other suggestions.

He is willing to do repeated drills to increase his speed in handwriting.

He will strive to increase his reading speed and reading comprehension simultaneously.

Now, discuss these additional ideas with him:

○ Twenty minutes of study on a lesson before it is presented in class may save two hours of study later. This makes it possible to learn efficiently while listening.

○ In problem-solving either in homework or on tests it actually takes less time to write out all the steps than it does to leave some out and do the operations mentally.

○ Keeping the study of a subject up-to-date through proper organization and frequent reviews takes less time in the long run than reliance on cram sessions.

If he will incorporate all these in his revised study plans, he will overcome the idea that he is a slow student.

morrow: The student
orks too hard.)

1966, by Leslie J. Nason)

GROUP READING DRILLS AND EXERCISES

SUGGESTIONS:

1. Have you used timed reading material with your students?

   Method: Divide group into two or three reading groups. Give each an unfamiliar reading selection..set time according to fastest reader. Provide a sheet of paper, ask them to number according to number of comprehension questions you will ask. Let them read the selection within your set time limit; call TIME and ask them to close their books. Then ask questions (these may be put on the chalkboard or read to them verbally.)

   NOTE: While they are reading, notice reading difficulties i.e. lip and tongue movements, pointing, head movements, eye movements, and regressions. Such a drill should be done each day. It will pep them up after lunch.

2. Ditto or put on chalkboard questions about a story or selection. Have them scan for the answers. This should be timed. Answers should be written in complete sentences and corrected not only for correct answer but for capitalization, punctuation, usage and sentence structure.

3. Give them a time limit on a story or article and then issue dittoed sheets (or use chalkboard) with synonyms for them to find in the story.

4. Have them read a selection and write down each word begining with "f or g, u, t, etc". See who found the most (timed) (for visual discrimination).

5. Read selection (timed). Ask who, what, when and where about the story. Ask such questions as: what is the author saying? What is the sequence of the story? etc.

6. Cut a piece of construction paper to fit the printed page size of a book. Take a razor blade and make a slit large enough for one sentence to be exposed at a time. (Have one for each person-this is a home made controlled reader)

Time the reading selection. Students are to slide paper down printed page as they read. Watch them. Note if there is lip movement or tongue movement. (Correct this difficulty-explain to students how this slows down reading.) Give comprehension check questions. (Notice also rate of readers).

7. Are you using crossword puzzles? (group activities are good right after lunch-)
8. Word and memory games - make them up.

Do your students know:

1. What and when to capitalize?
2. When to use a question mark, period, exclamation mark, quotation marks, and commas?
3. How are their dictionary skills?
4. Do they know the parts of a book?
5. Can they read a map? (city, state, country)
6. Can they recognize a sentence or fragment?
7. How are their reference skills?
8. How many words have you added to their vocabulary? (speaking, writing, reading)?
9. Have they seen a graph?

Do your students know the meaning or synonyms and antonyms of the following words:

1. maximum
2. minimum
3. convex
4. concave
5. stress
6. tension
7. exert
8. pamphlet
9. lurid
10. foreign
11. anticipate
12. literary
13. biography
14. autobiography
15. bibliography
16. liberate
17. attain
18. literacy
19. quantitative (quantity)
20. qualitative (quality)
21. infer
22. imply
23. humid
24. glacier
25. erosion
26. chlorophyl
27. photosynthesis
28. botany
29. anatomy
30. corpuscle
31. aptitude
32. altitude
33. ample
34. migrate

Do your students know how to use these words correctly:

1. is
2. are
3. eaten
4. ate
5. rose
6. risen
7. in
8. into
9. sprung
10. sprang
11. who's
12. whose
13. we
14. us
15. chose
16. chosen
17. begin, began, begun
18. give, gave, given
19. whom
20. who
21. he
22. him
23. draw, drew, drawn
24. drink, drank, drunk
25. good, well
26. I, me
27. blow , blew, blown
28. have, has
29. sink, sank, sunk
30. themselves
31. lie
32. lay
33. lain
34. sit
35. sat
36. set
37. to, too, two

Can your students spell these troublesome words;

1. perfume
2. circumstance
3. essential
4. efficiency
5. emergency
6. temperature
7. particular
8. among
9. transferred
10. through
11. though
12. thorough
13. ambitious
14. familiar
15. similar
16. condemn
17. cabinet
18. principal
19. principle
20. separate
21. interrupt
22. schedule
23. receive
24. receipt
25. recommend
26. convenient
27. originally
28. customer
29. laundry
30. practical
31. sympathy
32. describe
33. advertisement
34. remember
35. remembrance
36. advantageous
37. enthusiastic
38. mathematics
39. partial
40. signature
41. guarantee
42. guaranteed
43. accommodation
44. totally
45. bureau
46. bouquet
47. acquaint

Can your students work these problems, do they know the concept?

a) 2/3 + 2 4/5

b) 62.4 x 5.00

c) 3 1/4 - 1 4/5

d) What percent of $1000 is $50.?

e) What is 4% of $12.?

f) $\begin{array}{r} 12 \\ \underline{\times\ 9\ 2/3} \end{array}$

g) $\frac{A}{2} = 12$

h) Round to 3 digits 41.3275

i) $\frac{6}{9} = \frac{?}{27}$

j) 12 ÷ 16

k) $\frac{12}{48} = \frac{9}{?}$

l) $150 is 75% of what amount?

m) $2^2 \times 2 =$

n) $\frac{?}{5} = \frac{12}{.50}$

o) 6 is what part of 10?

p) A - 4 = 6 What is A?

q) which value is greatest:
75.0, 1.73, 137.46 or 9.60

r) 4^2

s) Recognition of:

Quotient	Divisor	Numerator
Multiplicand	Dividend	Denominator

TEST *

DIRECTIONS: Mark as you are told the number of the word that means the opposite or about the opposite of the first word.

	1	2	3	4
1. STOP	look	listen	go	stand

DIRECTIONS: Read the following directions. Mark as you are told the number or letter of each correct answer.

2. Which word below ends with the letter e.
   1. House
   2. Run
   3. Fly
   4. Walk

3. Read these numbers. 1 8 7 6 3 5 2 9 4.

   Mark the letter of the third one
   a. 7
   b. 3
   c. 6
   d. 4

DIRECTIONS: Mark as you have been told the number or letter of each correct answer.

TABLE OF CONTENTS

Chapter		Page
1.	Foods for Your Family	1
2.	Planning Your Meals	23
3.	Shopping for Food	67
4.	Cooking Your Food	80
5.	Serving Your Meals	91

4. Mark the letter of the page which shows where "Shopping for Food"begins.

   a. 1
   b. 88
   c. 67
   d. 91

READ THIS STORY:

When Jim and I were married, we said: "We will never fight about money."

For a long time, we never did. In fact, we didn't even talk about it. But we both spent money on silly things.

My trouble was the dime store. I bought all kinds of odds and ends there. Most of it was junk.

---

* Practice test devised by Special Project Counselor to find out if clients understood how to take test.

I kept thinking about all the money Jim was spending. He must have thought I was throwing money away, too. But neither of us said a word. We were afraid we would start a fight.

Then one day I did a really silly thing. On my way to the dime store, I saw a sign in a window: "Special Sale. Marked Down." There was the TV set we wanted! I read the rest of the sign; "No money down, $4.50 a month".

"That sounds easy," I thought. "And we'll never get a good buy like this again." So I bought the TV and had it sent that day.

When Jim came home from work, he saw it in the living room. "What's THAT?" he asked. "Did you buy it? You know we never buy anything on time!

I began to cry. "Jim, please," I said.
"Let's not fight about money!"

"But the TV will be worn out before we get it paid for," he shouted. "You know we can't afford it. Think of all the interest charges! You should have talked to me before spending so much money."

He was right, But I just couldn't help saying, "You don't ask me before you spend money." And there we were fighting about money. We went on and on.

At last I went into the kitchen and made some coffee. We were too tired to fight any more.

We sat there at the table with just the stove light on. It was dark and quiet, and the hot coffee tasted good. We both felt a lot better. Before long Jim said, "I'm sorry I yelled at you."

"I'm sorry about the TV, too," I said.

So then we talked about how we must each stop spending money on silly things. If we did, we could pay for the TV sooner.

5. The story is about
    1. All family problems
    2. Childrens problems
    3. Money problems
    4. Family food

6. Jim's wife bought on time
    a. Car
    b. TV
    c. Dime store items
    d. Items from Hardware store

7. The monthly TV payments were
    a. $10.00
    b. $50.00
    c. $2.50
    d. $4.50

DIRECTIONS: Decide how each of the amounts below should be written as a number. Then mark as you are told the letter of each correct answer. For some of the problems, none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, mark the letter, e. In taking this test you should finish the first column before going on to the second. Now look at the samples to the right.

8. Forty
   a. 10
   b. 6
   c. 40
   d. 13
   e. None

9. One dollar and two cents.
   a. $1.02
   b. 1.2
   c. 1.2¢
   d. 1.02
   e. None

10. Ten.
   a. 14
   b. 0
   c. 5
   d. 19
   e. None

DIRECTIONS: Mark the letter or number of each correct answer. If you do not know an answer, or if you think that none of the answers given is correct, you should mark the letter, e (items 16-19), or the number 5 (items 20-30). Finish the first column before going on to the second. Remember to do your figuring on scratch paper.

11. 2+1 =
   a. 6
   b. 5
   c. 3
   d. 4
   e. None

12. $ means
   a. cents
   b. quarters
   c. dimes
   d. nickles
   e. None

DIRECTIONS: Work these problems. Then mark the letter of each correct answer. For some of the problems, none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Remember to do your figuring on scratch paper.

13. The grocer had 4 cans of corn. Mrs. Dexter bought 2 cans. How many cans were left?

a. 1
b. 2
c. 4
d. 3
e. None

DIRECTIONS: Do these problems in addition, subtraction, multiplication and division. Then mark the letter of each correct answer. For some of the problems, none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms. Remember to do your figuring on scratch paper.

$$\begin{array}{r} 14.\quad 10 \\ \underline{+\ 8} \end{array}$$

a. 12
b. 2
c. 16
d. 18
e. None

$$\begin{array}{r} 15.\quad 12 \\ \underline{-6} \end{array}$$

a. 6
b. 4
c. 10
d. 9
e. None

$$\begin{array}{r} 16.\quad 2 \\ \underline{x3} \end{array}$$

a. 10
b. 60
c. 4
d. 7
e. None

17. $3/\overline{\;12\quad}$

a. 3
b. 7
c. 9
d. 4
e. None

DIRECTIONS: In each line of the sentences and story below, four words have a number above the first letter. If **ONE** of the letters should be a capital, mark its number. If none of the four letters should be a capital, mark N, which stands for None. Not more than one letter with a number over it should be a capital on any one line.

18. This is $\overset{1}{\text{a}}$ very $\overset{2}{\text{beautiful}}$ $\overset{3}{\text{christmas}}$ with just enough $\overset{4}{\text{snow}}$.

________________1

________________2

________________3

________________4

________________None

19. Mark the number of the correct or better word in each sentence below:

It $\overset{1}{\text{(don't)}}$ $\overset{2}{\text{(doesn't)}}$ belong to me.

________________1

________________2

DIRECTIONS: Each line in this test contains four spelling words and the word, None. These words are numbered 1,2,3,4, and the None is numbered 5. In some of the lines, one word is misspelled. In others, no word is misspelled. If there is a misspelled word, mark its number. If no word is misspelled, mark the 5.

1. Go 2. Lok 3. To 4. See 5. None

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ANSWER SHEET

NAME ______________ Last ______________ First ______________ Middle

DATE OF TEST ______________ Year Month Day

DATE OF BIRTH ______________ Year Month Day

1 1 2 3 4
2 1 2 3 4
3 a b c d
4 a b c d
5 1 2 3 4
6 a b c d
7 a b c d
8 a b c d
9 a b c d e
10 a b c d e
11 a b c d e
12 a b c d e
13 a b c d e
14 a b c d e
15 a b c d e
16 a b c d e
17 a b c d e
18 1 2 3 4
19 1 2
20 1 2 3 4 5

Name, last first ______________________________

Address ______________________________

Date of Birth ______________ Sex ______ Race ______

Marital Status: Single___ Married___ Divorced___ Separated___

Changes of Address

School Record

Name of last school attended

Location of School

1 2 3 4 5 6 7 8 9 10 11 12

Circle Grade Completed

Reason For Leaving School

	Date Entered	Date Completed	Teacher
Level 1			
Level 2			
Level 3			

Reason for Withdrawal

Level 1 ______________________________

Level 2 ______________________________

Level 3 ______________________________

RECORD OF TESTS

Date	Name of Test	Form	Scores								

Attendance Record

Jan.																													
Feb.																													
Mar.																													
Apr.																													
May																													
Jun.																													
Jul.																													
Aug.																													
Sep.																													
Oct.																													
Nov.																													
Dec.																													

* Attendance Symbols: E-Entered /-Absent T-Tardy W-Withdrawn

Name ______________________________

Employment Record

Employer	Type of Job	Time Employed	Wages

Special Interests & Aptitudes

Significant Limitations-Physical, Social, Mental:

Family Members

Name	Relationship	Age	Year in School

COUNSELORS COMMENTS

RECORD OF TESTS*

NAME: ____________________

Name of Test	Form	Scores								
Beta										
Wonderlic										
W.R.A.T.		Read	Spell	Arith						
California		RV	RC	AR	AF	ME	SP			
G.A.T.B.		G	V	N	S	P	Q	K	F	M

*Explanatory note: Please record grade placement scores when they are available.

COMMENT:

RECOMMENDATION FOR COUNSELING

Name of Participant ____

Level __________ **No. days absent**______ **out of a possible**______

Problem:____

____

____

____

____
Teacher

____
Date

ADULT BASIC EDUCATION QUARTERLY REPORT

Teacher ____________________ School or Center ______________ Quarter ______________

Instructions: Please list the names of students who have been present in your class during the months of __________________. Supply information which is requested about each individual.

This report must be mailed or returned in person to the General Coordinator of Adult Education just prior to the last day of the last month of each quarter.

Name of Student	Age	Sex	Race	Ethnic Group	Level	Welfare Recipient?	Date* Enrolled	Date* Separated	Completion of Level, job change, entry into a training program, lack of interest, transportation, illness, employment, lack of child care or other known reason.
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									

* Supply date ONLY if it occurred during the quarter.

WEEKLY ATTENDANCE RECORD

Teacher ____________________ Week of ____________________

NAME OF STUDENT	M	T	W	T	F	Space for office use

A = Absent
T = Tardy

E = Enrolled
W = Withdrawal

R = Referred to Counselor
TR = Transferred

AUDIO-VISUAL LOG

MONTH OF____________________

TEACHER____________________

STUDENT	LM	CR	TX	AX	MP	TR	FSP	Phonograph

Code:
LM = Language Master
CR = Controlled Reader
TX = Tach-X
AX = Aud-X
MP = Movie Projector
TR = Tape Recorder
FSP = Film Strip Previewer

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SPECIAL PROJECT ADULT BASIC EDUCATION

1903 Paseo Boulevard
Kansas City, Missouri

I, ______________________________ give my consent to appear on a video tape which will be used for teacher training when needed.

____
Full Name

____
Address

Date ___________________

WEEKLY ATTENDANCE REPORT

DATE: ____________

Week of ________

	Number Enrolled	M	T	W	T	F	Ave.	Number Tested	Number Advanced
1. WIN (Mimms)									
2. WIN (Glassman)									
3. WIN (Thompson)									
4. FLC (Austin)									
5. CEP (Hilton)									
6. CEP (Badeau)									
7. AC (Johnson)									
8. AC (Bowie)									
9. AC (Brown)									
10. AC (Evans/Ball)									
11. AC (Evans/Odom)									
12. AC (Evans/Lawrence)									
13. AC (Wayne Miner)									
14. MDTA (monthly)									

New AC and FLC enrollees for week:

AC and FLC withdrawals for week:

NOTICE OF TEST RESULTS AND PROMOTION

Date______________________________

Name of student__________________________Teacher________________________

Student is recommended for promotion from __________to________________.

Attendance: Present_________days out of a possible _________days.

Comment:____

____

Test administered___________________________

Form_____________________

Date given ________________________

Scores

Reading vocabulary ____________________

Reading comprehension ____________________

Arithmetic reasoning ____________________

Arithmetic fundamentals ____________________

Mechanics of English ____________________

Spelling ____________________

Teacher ___________________________________
Signature

Administrator ___________________________________
Signature

APPENDIX D

EVALUATION

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SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

SPECIAL PROJECT ADULT BASIC EDUCATION

SEX
M ☐
F ☐

U.S. CITIZEN
Yes ☐
No ☐

OWN CAR
Yes ☐
No ☐

RECEIVE WELFARE
Yes ☐
No ☐

WORKED 6 MOS?
Yes ☐
No ☐

MARITAL STATUS
Sgl ☐
Mar ☐
Div ☐
Wid ☐
Sep ☐

RESIDENTIAL AREA
I ☐
II ☐
III ☐
IV ☐
V ☐
VI ☐
Other ☐

REASON FOR LEAVING SCHOOL
High Sch Grad ☐
Illness ☐
Support self ☐
Preferred work ☐
Low marks ☐
Had to work ☐
Trouble w/auth ☐
Marr or pregn ☐
Support family ☐
Other reason ☐

POST SCHOOL TRAIN'G
More than one ☐
None ☐
W.E. Program ☐
Adult voc'l ☐
Military ☐
MDTA Program ☐
WIN Program ☐
CEP Program ☐
Other occup'l ☐
Other literacy ☐

CURRENT WORK STATUS
Full time ☐
Part time ☐
Seeking work ☐
Not seeking wk ☐
To be placed ☐

IF NOT FULL TIME
Need more educ ☐
Unable to find ☐
Keeping house ☐
In school ☐
Retired ☐
Disabled ☐
Other reason ☐

LANGUAGE
Spanish ☐
Italian ☐
French/German ☐
Russ/Polish ☐
Other ☐

REASON FOR PARTICIPATING
To get a job ☐
Get better job ☐
Meet people ☐
Read & write ☐
Help children ☐
8 Grade Certif ☐
Employer req't ☐
To keep job ☐
Citizenship ☐
Other reason ☐

REFERRED BY
Church ☐
Welfare ☐
Recruiter ☐
Employer ☐
Radio ☐
T.V. ☐
Newspaper ☐
Other student ☐
Friend ☐
Other ☐

FAMILY INCOME
$0000 - 0999 ☐
1000 - 1999 ☐
2000 - 2999 ☐
3000 - 3999 ☐
4000 - 4999 ☐
5000 - 5999 ☐
6000 - 6999 ☐
7000 - up ☐

ETHNIC/RACIAL
Amer Indian ☐
Amer Negro ☐
Mexican Amer ☐
Spanish Amer ☐
Oriental Amer ☐
Misc Caucasian ☐
Other ☐

NUMBER OF CHILDREN (by age)

0 - 5	6 - 11	12 - 14	15 - 18	19 - up
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6

PLACE OF CONTACT
Private home ☐
At church ☐
On street ☐
At business ☐
Recreation ☐
Govt bldg ☐
Other ☐

TIME OF CONTACT
9 to 11 a.m. ☐
11 a.m. - 1 p.m ☐
1 p.m. - 3 p.m. ☐
3 p.m. - 5 p.m. ☐
5 p.m. - 7 p.m. ☐
7 p.m. - 9 p.m. ☐
Other time ☐

STUDENT NAME

A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

BABYSITTER
Have ☐
Need ☐
Not need ☐

PROJECT NUMBER
1 1 1
2 2 2
3 3 3

NUMBER OF CONTACTS	NAME OF RECRUITER		GRADE COMPLETED	GRADE WISH TO COMPLETE	STATE WHERE ATTENDED SCHOOL		NAME OF TEACHER		DATE ENROLLED						PLACE OF BIRTH		DATE OF BIRTH Mo.		DATE OF BIRTH Yr.		NR. DEPEN	STUDENT NUMBER				FISCAL YEAR	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

MMC 5/69

ACHIEVEMENT TEST

Level	Standard Score		Grade Equivalent			D a t e						Test and Form
First test												
	0	0	0	0	0	0	0	0	0	0	0	CAT-W
1	1	1	1	1	1	1	1	1	1	1	1	CAT-X
2	2	2	2	2	2	2	2	2	2	2	2	CAT-Y
3	3	3	3	3	3	3	3	3	3	3	3	CAT-Z
4	4	4	4	4	4	4	4	4	4	4	4	SAT-W
5	5	5	5	5	5	5	5	5	5	5	5	SAT-X
6	6	6	6	6	6	6	6	6	6	6	6	SAT-Y
	7	7	7	7	7	7	7	7	7	7	7	SAT-Z
	8	8	8	8	8	8	8	8	8	8	8	Other
	9	9	9	9	9	9	9	9	9	9	9	
Second test												
	0	0	0	0	0	0	0	0	0	0	0	CAT-W
1	1	1	1	1	1	1	1	1	1	1	1	CAT-X
2	2	2	2	2	2	2	2	2	2	2	2	CAT-Y
3	3	3	3	3	3	3	3	3	3	3	3	CAT-Z
4	4	4	4	4	4	4	4	4	4	4	4	SAT-W
5	5	5	5	5	5	5	5	5	5	5	5	SAT-X
6	6	6	6	6	6	6	6	6	6	6	6	SAT-Y
	7	7	7	7	7	7	7	7	7	7	7	SAT-Z
	8	8	8	8	8	8	8	8	8	8	8	Other
	9	9	9	9	9	9	9	9	9	9	9	
Third test												
	0	0	0	0	0	0	0	0	0	0	0	CAT-W
1	1	1	1	1	1	1	1	1	1	1	1	CAT-X
2	2	2	2	2	2	2	2	2	2	2	2	CAT-Y
3	3	3	3	3	3	3	3	3	3	3	3	CAT-Z
4	4	4	4	4	4	4	4	4	4	4	4	SAT-W
5	5	5	5	5	5	5	5	5	5	5	5	SAT-X
6	6	6	6	6	6	6	6	6	6	6	6	SAT-Y
	7	7	7	7	7	7	7	7	7	7	7	SAT-Z
	8	8	8	8	8	8	8	8	8	8	8	Other
	9	9	9	9	9	9	9	9	9	9	9	
Fourth test												
	0	0	0	0	0	0	0	0	0	0	0	CAT-W
1	1	1	1	1	1	1	1	1	1	1	1	CAT-X
2	2	2	2	2	2	2	2	2	2	2	2	CAT-Y
3	3	3	3	3	3	3	3	3	3	3	3	CAT-Z
4	4	4	4	4	4	4	4	4	4	4	4	SAT-W
5	5	5	5	5	5	5	5	5	5	5	5	SAT-X
6	6	6	6	6	6	6	6	6	6	6	6	SAT-Y
	7	7	7	7	7	7	7	7	7	7	7	SAT-Z
	8	8	8	8	8	8	8	8	8	8	8	Other
	9	9	9	9	9	9	9	9	9	9	9	

I.Q. TEST First test									I.Q. TEST Second test								
St. Sc.		I.Q. Sc.			Date				St. Sc.		I.Q. Sc.			Date			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

SPECIAL PROJECT ADULT BASIC EDUCATION

PROJECT NUMBER		
1	1	1
2	2	2
3	3	3

FISCAL YEAR	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

STUDENT NUMBER			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

MMC 5/69

SCHOOL DISTRICT OF KANSAS CITY, MISSOURI

SPECIAL PROJECT ADULT BASIC EDUCATION

1. Fill out all three pages for each student enrolled in Special Project classes.
2. Only one item can be marked in each category.
3. In category "POST SCHOOL TRAINING" more than one item may be correct. In that case, mark the item "More than one".

TOTAL HOURS PRESENT Level I			TOTAL HOURS ABSENT Level 1			EDUCATION LEVEL ATTAINED		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

PRIMARY OCCUPATION		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Level II			Level II			TOTAL GRADES ADVANCED		
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

Level III			Level III			TOTAL LEVELS ADVANCED
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	
5	5	5	5	5	5	
6	6	6	6	6	6	
7	7	7	7	7	7	
8	8	8	8	8	8	
9	9	9	9	9	9	

CHILDREN'S CHANGE IN ATTENDANCE	Elem.	Jr.Hi	Sr.Hi
Regular - No change			
Regular - Irregular			
Irregular-No change			
Irregular-Regular			

CHILDREN'S CHANGE IN GRADES			
A/B - No change			
A/B to C			
A/B to D/F			
C to A/B			
C - No change			
C to D/F			
D/F to A/B			
D/F to C			
D/F - No change			

REASON FOR TERMINATION

- Complet. educ. goal
- Got a job
- Pregnancy
- Illness (own)
- Illness (family)
- Moved away
- Lack of progress
- Lost interest
- Transport. problem
- Babysitting prob.

REFERRED TO

- G.E.D.
- High school
- Other academic
- W.I.N.
- M.D.T.A.
- C.E.P.
- Other OJT
- Other

APTITUDE TEST	1st	2nd
Revised Beta		
SRA (AH)		
CATB (G Score)		
Other		

TEACHER AIDE ASSISTING

- Yes
- No
- Some

PROJECT NUMBER			FISCAL YEAR	
			0	0
			1	1
			2	2
1	1	1	3	3
2	2	2	4	4
3	3	3	5	5
			6	6
			7	7
			8	8
			9	9

VOCATIONAL PREFERENCE			CLASS ATT'D			HRS /WK		AUDIO AID			VIDEO AID			A-V AID			STUDENT NUMBER			
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

MMC 5/69

NAME____ DATE____________________
Last   First

ADDRESS______________________________, Kansas City, Mo. ______________
Number   Street   Zip Code

PHONE NUMBER________________ SOCIAL SECURITY NUMBER____________________

DATE OF BIRTH____________________ CENTER______________________________

Sex: M____ F_____ U.S. Citizen? Yes____ No____ Own a car? Yes____ No ____

Ethnic or Racial Background: American Indian____ American Negro____
Mexican American____ Spanish American_____ Other____________________

Language Spoken in the Home____

Do you have any handicaps? Yes____ No____ If so, what?________________

____

What are your hobbies or interests?___________________________________

____

What newspapers, magazines and books do you read?_____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

Names and ages of children: (List additional names on blank paper)

Name_________________________Age______ Name_________________________Age______
First   Last   First   Last
Name_________________________Age______ Name_________________________Age______
First   Last   First   Last
Name_________________________Age______ Name_________________________Age______
First   Last   First   Last
Name_________________________Age______ Name_________________________Age______
First   Last   First   Last

Highest Grade Completed in School: 0 1 2 3 4 5 6 7 8 More______________

School Attended____________________ City________________ State____________

Reason for leaving school:

_____Graduated from high school
_____Illness
_____Had to support self
_____Had to support family
_____Preferred work to school
_____Low marks in school
_____Had to work on family farm or in family busines
_____Trouble with teachers or school authorities
_____Marriage or pregnancy
_____Other______________________________

Post-school training: (Check one or more, if applicable)

_____Work-Experience Program
_____Adult Vocational Training
_____Military Occupational Training
_____Manpower Development and Training Program
_____Other Occupational or Formal On-the-job Training____________________
_____Other Adult Literary Program____
_____No Post- school training

_____Employed full time (at least 32 hours a week)
_____Employed part time
_____Unemployed but seeking work
_____Not seeking work
_____To be placed through this project

If not employed full time, the main reason is: (Check one)
_____Unable to find work
_____Keeping house
_____In school
_____Retired
_____Disabled
_____Other_______________________________

Primary Occupation____

Most Recent Occupation____

Annual gross family income: (Check one)
_____None- $0999
_____$1000-1999
_____ 2000-2999
_____$3000-$3999
_____ 4000- 4999
_____ 5000- 5999
_____$6000-$6999
_____ 7000 or more

Other jobs you have done____

____

Vocational interest____

Reason for participation in project:
_____To get a job
_____To get a better job
_____To meet people
_____To learn to read & write better
_____To be able to help children
_____To secure 8th Grade Certificate
_____Employer requirement
_____To keep job
_____Citizenship
_____Other_______________________

Grade you want to complete: 0 1 2 3 4 5 6 7 8 More_______________

Referred to project by
_____Church
_____Welfare agency
_____Recruiter or counselor
_____Radio
_____T.V.
_____Newspaper
_____Friend
_____School Notice
_____Other____________

Do you have someone to care for your children when away? Yes_____ No_____

Kind of work husband or wife does________________________________

What are your favorite radio and T.V. programs?__________________

ENROLLMENT REPORT

1968/69

Month	CEP			WIN			MDTA		
	E	W	Re-E	E	W	Re-E	E	W	Re-E
October	27	0	-	-	-	-	56	12	-
November	43	12	-	15	3	-	40	15	-
December	15	2	-	14	4	-	26	10	1
January	32	6	-	4	2	-	43	23	-
February	31	2	-	13	7	1	46	34	-
March	28	5	-	12	3	-	29	31	-
April	19	13	2	6	7	1	25	28	1
May	7	27	-	12	10	1	21	34	-
June	1	10	1	2	5	-	30	29	-
TOTAL	203			78			316		

E - Enrollments (new)
W - Withdrawals
Re-E - Re-enrollments

TABLE OF MEANS AND STANDARD DEVIATIONS

TEST	READING						ARITHMETIC						PARAGRAPH MEANING						ARITHMETIC COMPUTATION					
	Pre-test			Post-test			Pre-test			Post-test			Pre-test			Post-test			Pre-test			Post-test		
Level/Form	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s	N	$\bar{X}$	s
C.A.T.																								
Elem W	15	3.8	1.86	27	5.6	1.63	12	5.1	1.82	28	6.4	1.53												
Elem X				13	3.6	1.48				10	4.9	1.73												
Jr Hi W	41	6.2	1.34	17	7.9	1.45	41	6.6	.94	17	7.7	1.34												
Jr Hi X				35	6.8	1.40				35	8.0	1.48												
Jr Hi Y				10	7.1	1.80				11	8.0	1.45												
S.A.T.																								
Pr II W													68	5.0	1.81				79	4.9	1.51			
Pr II X																33	4.2	1.27				43	5.1	1.08
Int I W																9	7.8	1.61				16	7.3	1.34
Int II W	46	5.8	1.91				48	5.0	1.68				10	5.5	2.37	20	9.2	2.20	11	4.6	1.82	22	8.6	2.19
Int II X																8	8.8	1.85				9	8.2	1.94
Adv W																8	9.5	2.00						

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*Only those figures used in the statistical analysis are included. Those for whom no second scores were available are not reported here.

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